Khel Yoga

Physical Education and Well-being
Textbook for Grade 4

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Textbook for Grade 4

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Foreword

The Foundational Stage in school education, as envisaged by the National Education Policy 2020, serves as the cornerstone for the holistic development of children. It enables them not only to imbibe the invaluable samskaras rooted in our country's ethos and constitutional framework, but also to acquire basic literacy and numeracy. This foundation equips them to transition seamlessly into the more challenging Preparatory Stage.

The Preparatory stage acts as a bridge between the Foundational and the Middle stages, spanning three years from Grade 3 to Grade 5. The education provided during this stage builds upon the pedagogical approaches of the Foundational Stage. While the play-way and discovery, and the activity-based learning methods continue, children are also introduced to textbooks and formal classroom settings. This introduction aims not to overwhelm but to establish a foundation across curricular areas, promoting holistic learning and self-exploration through reading, writing, speaking, drawing, singing, and playing. This comprehensive approach encompasses physical education, art education, environmental education, languages, mathematics, basic science, and social science. This comprehensive approach ensures children are well-prepared both at the cognitive-sensitive and physical-*pranic* (emotional) levels to effortlessly transition to the Middle Stage.

Adhering to the recommendations of the National Curriculum Framework for School Education (NCF-SE), brought out as a follow-up to the NEP 2020, a new subject area called "Physical Education and Well-being" has been introduced at the Preparatory Stage. This subject aims to promote a love for physical activity and sports; develop capacities for skillful engagement in physical activity and sports; and develop resilience, empathy, and cooperation. India has a wonderful tradition of Yoga which is a wholesome experience for maintaining mind and body wellness. Physical Education and Well-being includes various aspects of Yoga starting from *Yama*, *Niyama*, *Asana*, *Pranayama* and *Dhyana* in a progressive way from Grade 3 till the Secondary Stage. This lays the foundation for holistic health and well-being.

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The book for Physical Education and Well-being, titled *Khel Yoga* for Grade 4, is meticulously designed to develop basic motor skills and engage children in local traditional games to have fun while playing and getting connected with our culture. Age-specific aspects of Yoga are designed to lay the foundation for healthy living. The textbook aligns with the competencies included in the NCF-SE 2023 for this stage.

Khel Yoga for Grade 4 is in progression of Grade 3 book of physical education and well-being which emphasises the importance of physical activity, values and dispositions essential for life. It incorporates cross-cutting themes, such as inclusion, gender equality, and cultural rootedness. The content and activities are designed to encourage peer group learning, and enrich the educational experience for students, teachers and community. While this textbook is valuable, students should also explore interesting local games and play with friends. This book is not only useful for school learning, but is a valuable resource for parents and community.

While the play-way method continues, the nature of toys and games used for teaching evolves to enhance engagement rather than mere attraction. While this textbook is valuable, children should also explore additional resources on the subject. School libraries, playgrounds, community clubs, etc., should facilitate this extended learning, and parents and teachers should support their endeavours.

An effective learning environment motivates students, keeping them engaged and fostering curiosity and wonder vital for learning.

With confidence, I recommend this textbook to all students and teachers at the Preparatory Stage. I extend my gratitude to everyone involved in its development, hopeful that it will meet expectations. As NCERT remains committed to systemic reforms and improving publication quality, we welcome feedback to refine the textbook content.

Dinesh Prasad Saklani
Director
National Council of Educational
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New Delhi
31 March 2025

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About the Book

The Grade 4 textbook for Physical Education and Well-being — *Khel Yoga* is one step ahead of the Grade 3 textbook of this subject. Physical activity is integral to human life and, therefore, integral to the school curriculum. For an individual student, sports and physical activities teach important motor skills, practices of physical fitness, socio-emotional awareness and regulation, associated cognitive abilities, as well as the values of self-discipline, hard work, teamwork, and a gracious acceptance of one's strengths and vulnerabilities.

Since ages India has recognised the centrality of a healthy body and healthy mind as part of any educational experience. A very rich heritage of physical activities and games such as wrestling, *malkhamb*, and archery along with the practice of Yoga emphasise these connections between body, health, well-being, and the holistic development of the human being.

The National Curriculum Framework for School Education 2023 (NCF-SE 2023) recognises the criticality of the health and well-being of individuals as a key factor for success in all other aspects of life. Considering the focus on holistic well-being, NCF-SE has mandated Physical Education and Well-being as a core curricular area for all stages of school education. To help teachers and students achieve the curricular goals of physical education and well-being, for the first time, a textbook has been designed for Grade 4. This book enables students to experience the joy of playing, explore diverse physical activities, think and discuss, learn to play together, and treat each other with kindness. The book has three units: Basic Motor Movements, Our Games, and Yoga.

In **Unit 1—Basic Motor Movements,** students will engage in movements like throwing, catching, running, jumping, kicking, receiving and hitting with and without the help of apparatus. Objects of different sizes, weights and texture are used to facilitate these diverse types of movements. This unit is a continuation of the play-based approach to physical development from the Foundational Stage and prepares students to participate in a diverse set of physical activities.

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Children generally love to play games. While playing, they interact with other children, discuss rules, strive to excel, help each other and enjoy being together. In our country, we have many local traditional games from different regions played by children and elders.

Some of these games are included in **Unit 2 —Our Games**. It has 13 traditional games from different parts of the country. Instructions for how to play each game and illustrations showing the details are given in the book. It is possible that some of these games might be played differently in your region; you may customise the rules. After the presentation of each game, suggestions for variations in the rules are given to make the game more interesting and to encourage children to play these games at home with their family and friends. The nomenclature of games is used as it is spoken in various states. We should learn to understand the meaning of these names and to pronounce them correctly.

Unit 3—Yoga: This unit introduces students to Yoga for fostering holistic well-being. At this age, children are by nature happy and joyful. Yoga is introduced through interesting activities in a playful way to develop healthy habits and learn preparatory practices required for performing various Yogic techniques in higher classes.

Introduction to *Ashtanga Yoga* (eight aspects of Yoga), and details about the Yoga unit for Grade 4, are given at the end of the book.

In this book, apart from learning games and physical activities, students will learn to follow rules, understand the importance of safe practices and fair play, work harmoniously in groups, treat each other with courtesy and respect as well as help each other, and experience the joy of playing together. The development of these values and dispositions will partly occur while children are engaged in the physical activities and games and partly, they will be reinforced during circle time at the end of the game. Sufficient time must be given for circle time during the physical education and well-being period.

The aim of **Circle Time** is to develop the above values and dispositions through Physical Education. After completion of the physical activity or game, all the students sit in a circle to share their experience during the activity. It is important to set some ground rules for circle time to ensure that all students get opportunities to express themselves.

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- Everyone in the circle is equal; no one is more important than the others.
- Everybody should respect each other and their feelings.
- No one must interrupt while another person is speaking.
- Everyone in the circle must get the opportunity to speak, and others must pay full attention to what they are saying.

The teacher can guide the session by asking everyone to share their experience about the activity. This can be expressed through a 'star' and a 'wish'.

A '**star**' is something that the student really enjoyed in the session. It can be anything, right from the experience of winning the game or helping others to how other team members treated the student.

A '**wish**' is something that the student wished had happened in the session. It could be something that they or their team could have done better, or it could also be an activity they wished had been included or had more time to play.

Every student can share a star and a wish, and then 'tag' another student to share. The process continues till each student gets a turn to share.

This star and wish can be modified over a period to get students to observe themselves, their actions and feelings, and those of others.

Some pertinent and thought-provoking questions can be discussed during this session, like—Are we biased towards our friends when we play? Are we including everyone equally in a game? Are some people not having as much fun?

Apart from star and wish, circle time can also involve engaging discussions related to the context of the game. For example, if some injury happens during the game, the teacher can choose to discuss 'how to avoid injuries while playing'.

Session planning

Physical education and well-being is allotted 90 hours per year in Preparatory Stage which is approximately 150 periods in the year. It is essential to plan these sessions effectively for the development of required competencies mentioned in NCF-SE 2023. The three units given in the book should not be completed in sequence; a detailed period-by-period suggestive session plan is given at the end of the book. You may modify the sessions based on the school time-table, but ensure that there is one Yoga period every week and students

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get sufficient block periods regularly to complete all the games from Unit 2—'Our Games'.

For balanced development of skills and values, different types of activities may be planned in each period. Three types of sessions are given below to maximise learning in the given time:

Type 1 Game practice.
Type 2 Circle time after play to provide sufficient time for thinking and discussing socio-emotional aspects.
Type 3 Gamified drills to focus on one specific skill.

The following may be considered while planning a session:

- Warm-up and cool-down activities at the beginning and end of each session to avoid injuries and facilitate quick recovery from physical activity.
- Demonstration and modelling to help students understand what is expected of them.
- Planning the right levels of challenge for different groups of students.
- Planning should be focused on the learning outcomes that need to be achieved. For example, jumping and hopping can be done through movement games like Anti Pil, Indur Beral, etc., and running and dodging can be done through a game of Chho Chho, Anding Oka, etc.

Physical Education is important for both physical and mental health and development. It helps improve a child's muscular and cardiovascular strength, flexibility, endurance, motor skills, mind-body connection and wellness. It gives students the opportunity to set and strive for personal and achievable goals. Moreover, playing sports also helps students develop the qualities of teamwork, cooperation, problem-solving, discipline, perseverance, and responsibility. In general, physical activity is well established to be among the best for relaxation and facilitates emotional stability and resilience. All these qualities and benefits are also relevant to success in the classroom; studies show that students who stay physically active are more successful with other schoolwork as well. Finally, people who are physically active as young people tend to stay more fit as adults as well, leading them to lead longer, healthier, and more productive lives.

Teachers must ensure all physical education periods are conducted with sincerity giving importance to it equal to all other subjects in the school.

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Note for the Teachers

For a joyful experience, the safety of children and the effective development of competencies, teachers may follow the instructions given below—

- Ensure adequate play area to perform the activities given in the book.
- Ensure that there are no obstructions in the play area and it is safe for students to play.
- Ensure that a first aid kit is available and accessible.
- Ensure that students feel emotionally and socially safe, and are treated with respect, encouragement, support, and have access to fair redressal of grievances during a Physical Education class.
- For group activities, mark the area into smaller blocks to prevent students from running into each other.
- While dividing students into teams, make sure that teams are fair and balanced in terms of bodyweight, height and skills required for the activity.
- Encourage students to be aware of their surroundings while playing.
- Instruct students not to aim at the opponent, unless told otherwise, while performing any movement. Discuss why this is important.
- Encourage students to be considerate of teammate's skills while practising. For example, if they hit the ball too hard and their teammate is not able to handle it, they must reduce the force.
- Encourage students to be careful while pushing or pulling an opponent when participating in an activity that requires this.
- Encourage students to treat each other with kindness, focus on enjoying the game and not just on the outcome of the game.
- Encourage students to collect all equipment after their use.
- Ensure active participation of all students in all activities.
- Allow children to explore different types of materials and objects to play with, such as different sizes of softballs and bats, tyres, small spades (blunted), or any kind of local toy or object. Making a sand pit and having access to a small shallow water source can also be considered.
- Allow students to communicate with each other freely and encourage them to collaborate.

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- Provide enough rest time for students between activities.
- Interesting stories and role models may be used to motivate children in improving their competencies.
- Be on the alert for situations where students may be facing some distress.
- Keep phone numbers of doctors and emergency services (e.g. ambulance) handy.
- In Unit II assessment, teacher can take feedback from parents and on the basis of their observation, teacher may fill the assessment form.

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JUSTICE, social, economic and political;

LIBERTY of thought, expression, belief, faith and worship;

EQUALITY of status and of opportunity; and to promote among them all

FRATERNITY assuring the dignity of the individual and the [2][unity and integrity of the Nation];

IN OUR CONSTITUENT ASSEMBLY this twenty-sixth day of November, 1949 do **HEREBY ADOPT, ENACT AND GIVE TO OURSELVES THIS CONSTITUTION.**

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1. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Sovereign Democratic Republic" (w.e.f. 3.1.1977)
2. Subs. by the Constitution (Forty-second Amendment) Act, 1976, Sec.2, for "Unity of the Nation" (w.e.f. 3.1.1977)

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and reasonable restrictions)

guarantees these

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Right to Equality

- before law and equal protection of laws;
- irrespective of religion, race, caste, sex or place of birth;
- of opportunity in public employment;
- by abolition of untouchability and titles.

Right to Freedom

- of expression, assembly, association, movement, residence and profession;
- of certain protections in respect of conviction for offences;
- of protection of life and personal liberty;
- of free and compulsory education for children between the age of six and fourteen years;
- of protection against arrest and detention in certain cases.

Right against Exploitation

- for prohibition of traffic in human beings and forced labour;
- for prohibition of employment of children in hazardous jobs.

Right to Freedom of Religion

- freedom of conscience and free profession, practice and propagation of religion;
- freedom to manage religious affairs;
- freedom as to payment of taxes for promotion of any particular religion;
- freedom as to attendance at religious instruction or religious worship in educational institutions wholly maintained by the State.

Cultural and Educational Rights

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- for minorities to establish and administer educational institutions of their choice.

Right to Constitutional Remedies

- by issuance of directions or orders or writs by the Supreme Court and High Courts for enforcement of these Fundamental Rights.

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Warm-up and Cool-down

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Warm-up

A warm-up gets the body ready for exercise by increasing blood flow, flexibility, and mobility. It includes light activities like jogging, stretching, and dynamic movements.

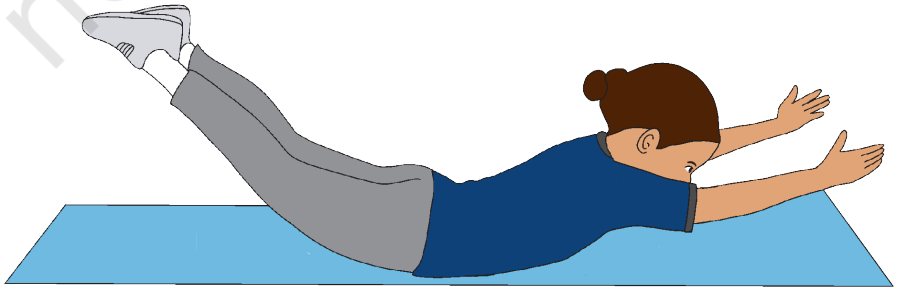
Warming up helps prevent injuries, enhances strength, and improves coordination.

It also sharpens focus and prepares both the body and mind for physical activity.

Cool-down

A cool-down allows the body to relax and recover after exercise by gradually slowing down movements.

Gentle stretching and deep breathing help reduce muscle stiffness, prevent soreness, and promote flexibility.



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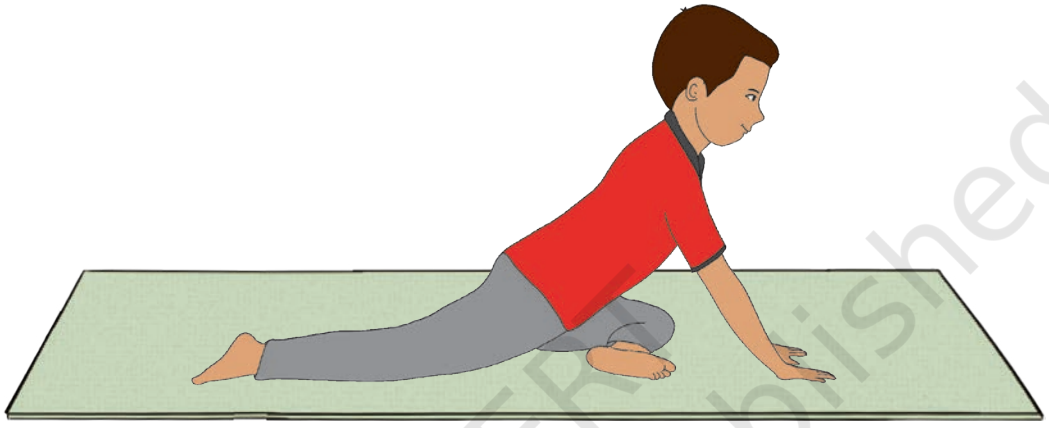
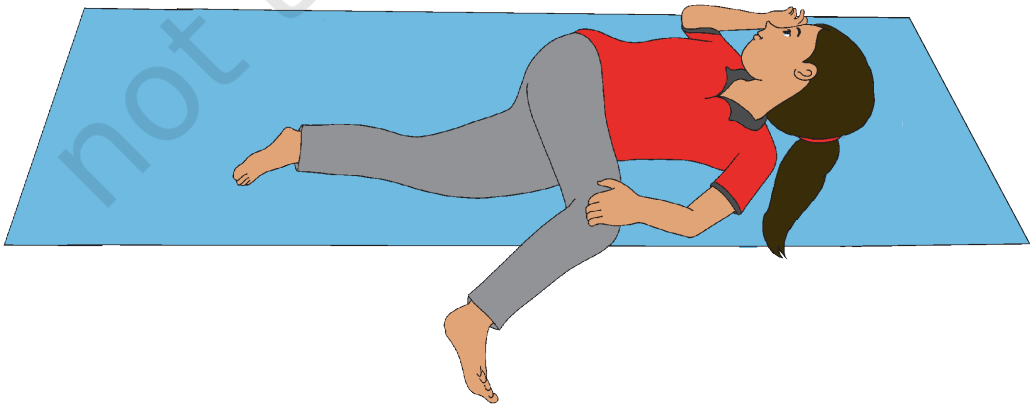
1. **Pigeon Pose:** Sit on the floor and bend one leg in front of you with the other leg stretched out behind you. Keep your back straight and lean forward slowly to stretch your hips. Hold this pose for a few seconds while breathing normally.



2. **Supine Twist:** Lie on your back with your arms stretched out to the sides. Bend your knees and slowly lower them to one side while keeping your shoulders on the floor. Turn your head to the opposite side and hold for a few seconds while breathing normally. Then switch sides.



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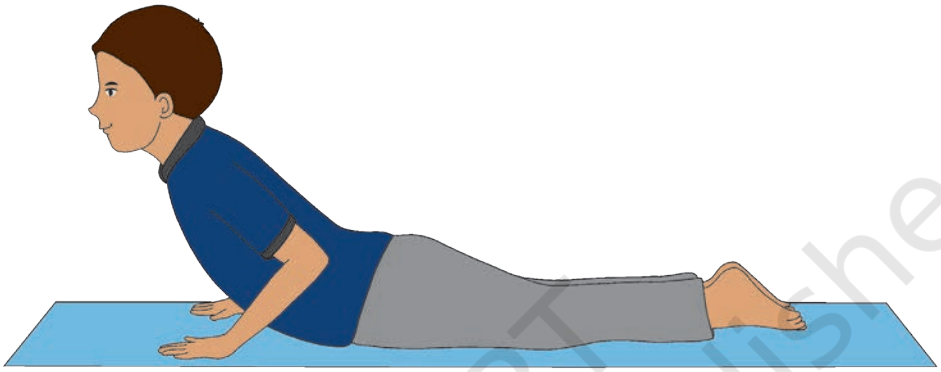
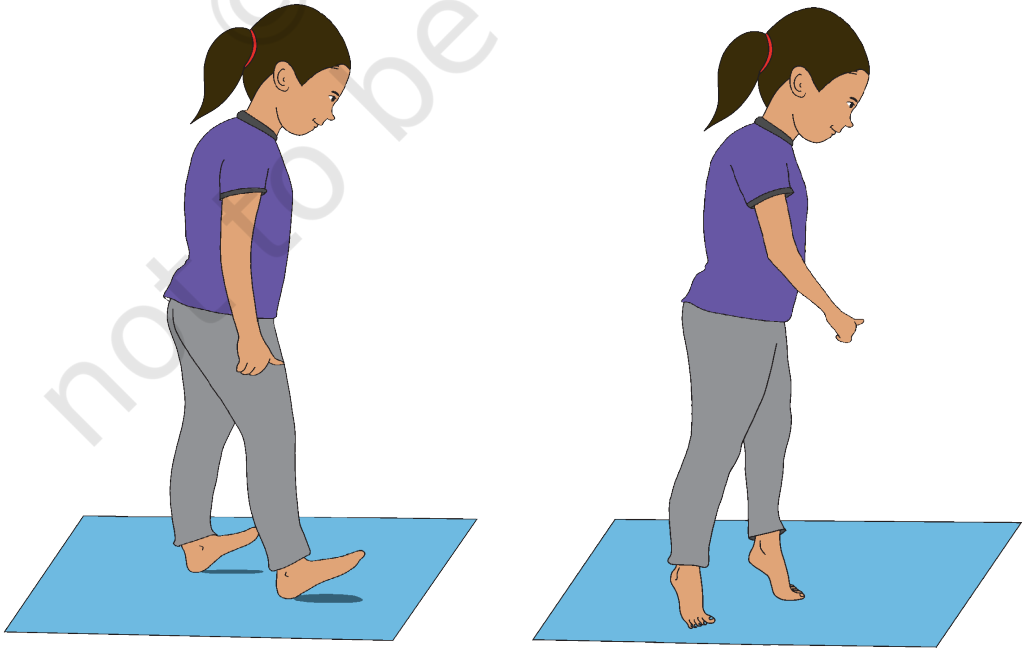
3. **Spinal Extension:** Lie on your stomach with your hands under your shoulders. Slowly lift your chest up, using the muscles on your back, while keeping your hips on the floor. Look up slightly and hold for a few seconds before lowering back to original position.



4. **Alternate Walk (Heel-toe):** Stand up straight and lift your toes off the ground so you're walking on your heels. Now, take small steps forward while keeping your heels up. This exercise helps strengthen your lower legs.



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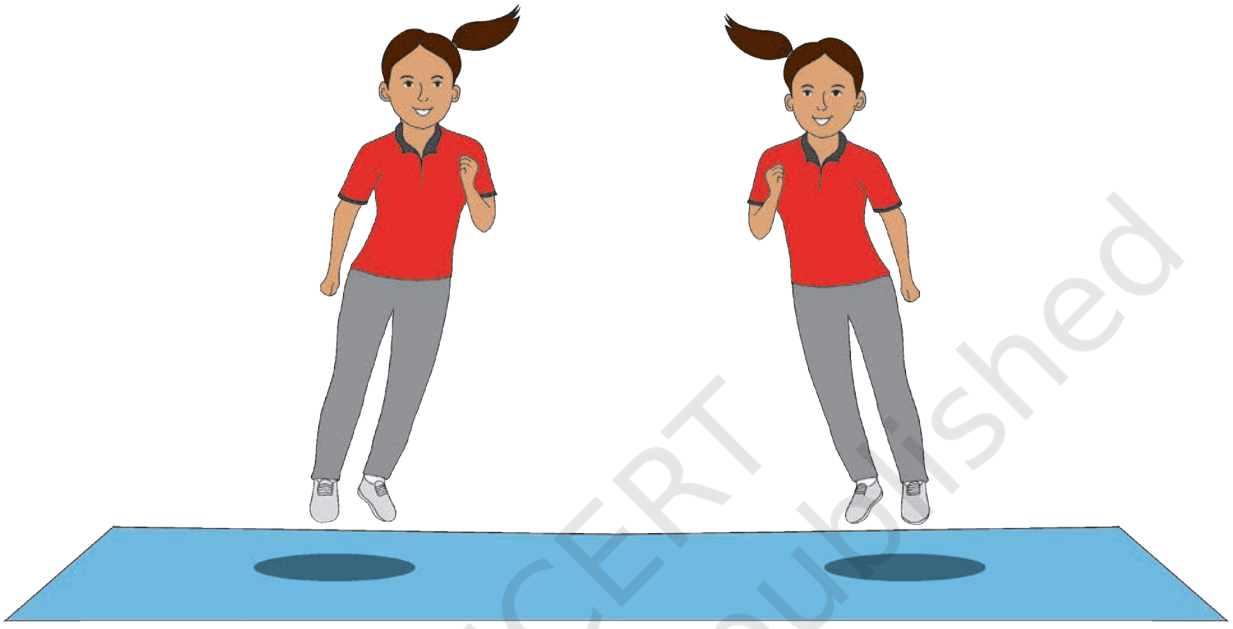
5. **Side-to-side Hops:** Stand with your feet together and hop from side-to-side, as if jumping over an invisible line. Try to land softly and keep your knees slightly bent to avoid injury.



6. **Single-leg Hops:** Stand on one leg and hop up and down initially and then in progression. Try to stay balanced and land softly on your foot. Switch to the other leg after a few hops.

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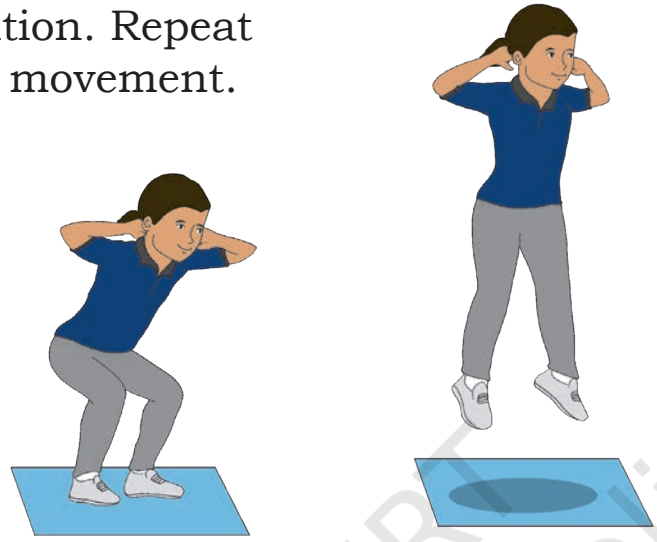
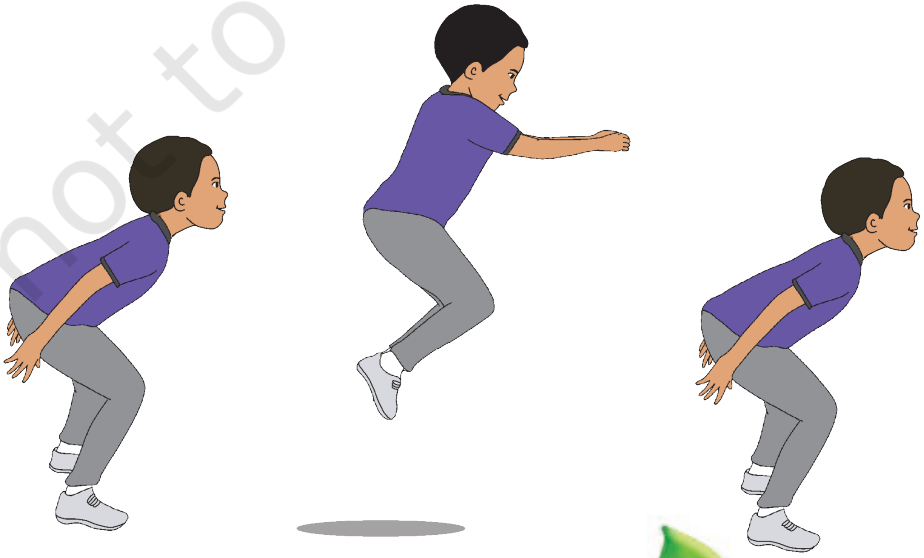
7. **Jump Squats:** Stand with your feet shoulder-width apart. Bend your knees and lower your body into a squat. Then, jump up as high as you can and land softly back into the squat position. Repeat this movement.



8. **Broad Jump:** Stand with your feet together and your knees slightly bent. Using both legs, jump up as far as you can, keeping your feet together. Land softly on both feet with your knees slightly bent to absorb the impact. Repeat the jump continuously for a set number of times or for a specific duration. This exercise helps improve leg strength and coordination.



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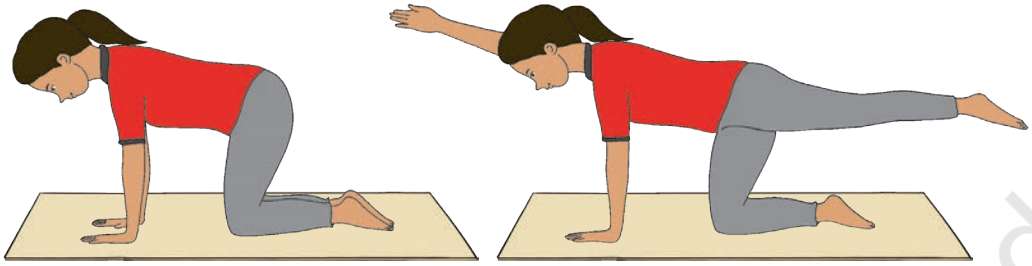
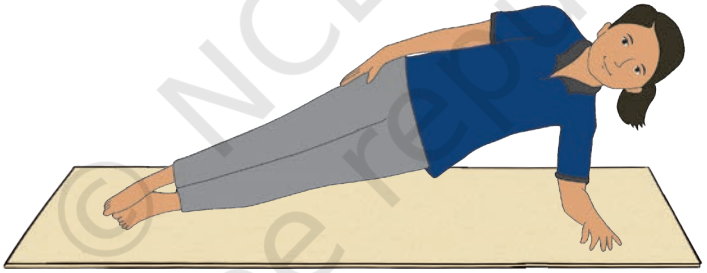
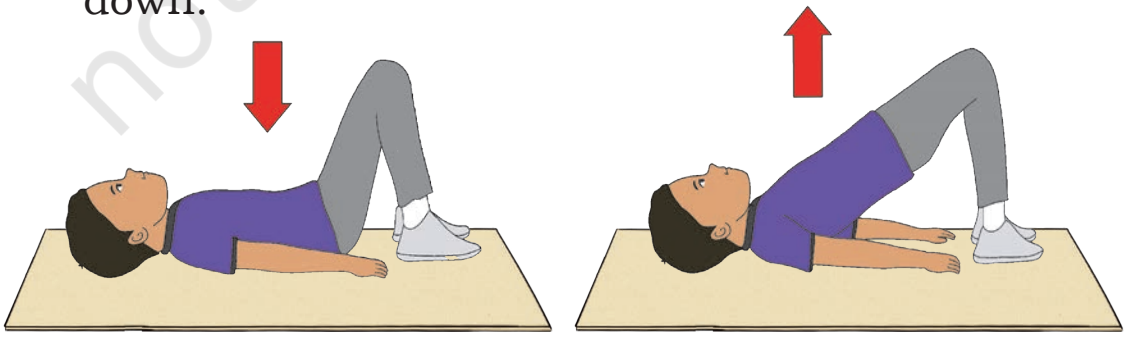
9. **Bird-dogs:** Bend on your hands and knees. Stretch out your right arm and left leg at the same time, keeping your back straight. Hold for a moment, then bring them back in and switch to your left arm and right leg.



10. **Side Planks:** Lie on your side with your legs straight. Lift your body up by putting your weight on elbow and toes keeping your body in a straight line from head to toe. Hold this position for a few breaths and then switch sides.



11. **Glute Bridges:** Lie on your back with your knees bent and feet flat on the floor. Lift your hips up towards the ceiling, squeezing your buttocks. Hold for a few seconds and then lower back down.



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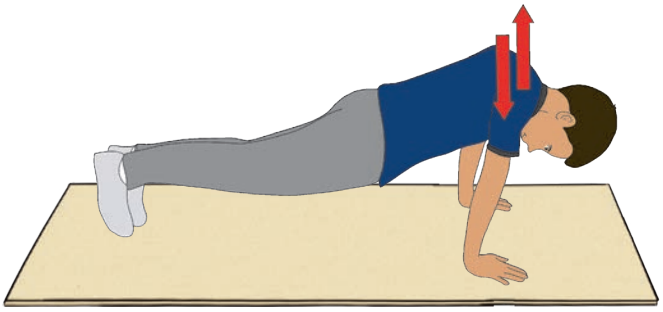
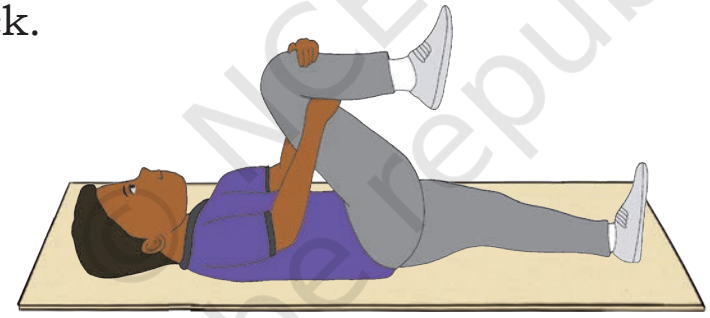
12. **Scapular Push-ups:** Get into a push-up position but instead of bending your elbows, squeeze your shoulder blades inwards together and then push them outwards. This helps strengthen the muscles around your shoulders.



13. **Lying Glute Stretch:** Lie down on your back, keeping one leg straight and the other knee bent. Hold the bent knee with both hands and gently pull it towards your chest. This stretch helps to loosen the glute muscles and the lower back.



14. **Piriformis Stretch (Lying position):** Lie on your back with your knees bent and feet flat on the floor. Cross your right ankle over your left knee to make a figure-four shape. Reach your

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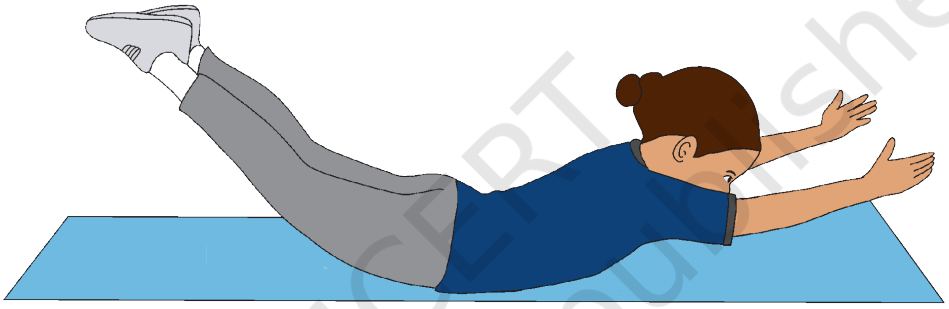
hands through your legs and hold the back of your left thigh. Gently pull your left thigh towards your chest. You should feel a stretch in your right hip and buttock. Hold for a few seconds, then switch legs and repeat. This stretch helps to relax your hip muscles.

15. **Hanuman Udaan:** Lie on your stomach with your arms stretched out in front of you. Lift your arms, chest, and legs off the ground as high as you can, like you're flying. Hold for a few seconds and then relax back down.



16. **Happy Baby Pose:** Lie on your back and bring your knees towards your chest. Hold the outside of your feet with your hands and gently pull your knees down towards the floor. This pose helps stretch your lower back and hips.

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UNIT 1

Basic Motor Movements

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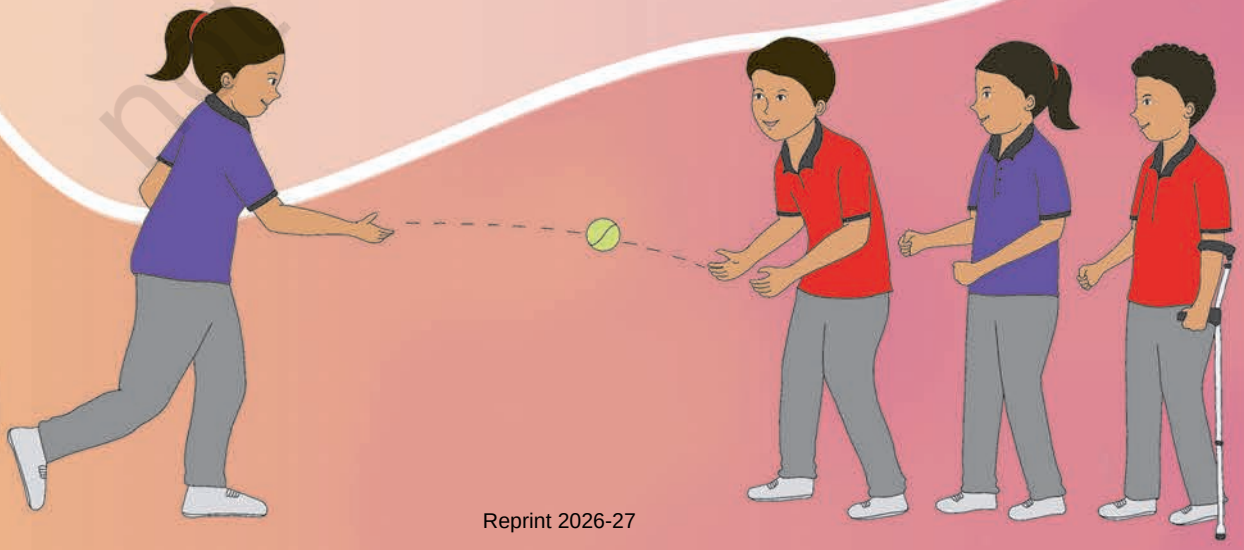
Welcome to the exciting world of movement!

As we have already learnt basic motor movements in Grade 3, we use our big muscles for actions like jumping, throwing, catching, kicking, and hitting. These are called gross motor skills and are important for our daily activities, playing sports, and staying fit. Fine motor skills, on the other hand, use the small muscles in our hands and fingers for delicate tasks like writing, drawing, picking up tiny objects, and gripping.

Both gross and fine motor skills are part of basic motor movements. There are five main movements we focus on: throwing, catching, kicking, receiving, and striking. Our goal is to use these movements in fun activities with the help of objects of different shapes, sizes, weights, and textures.



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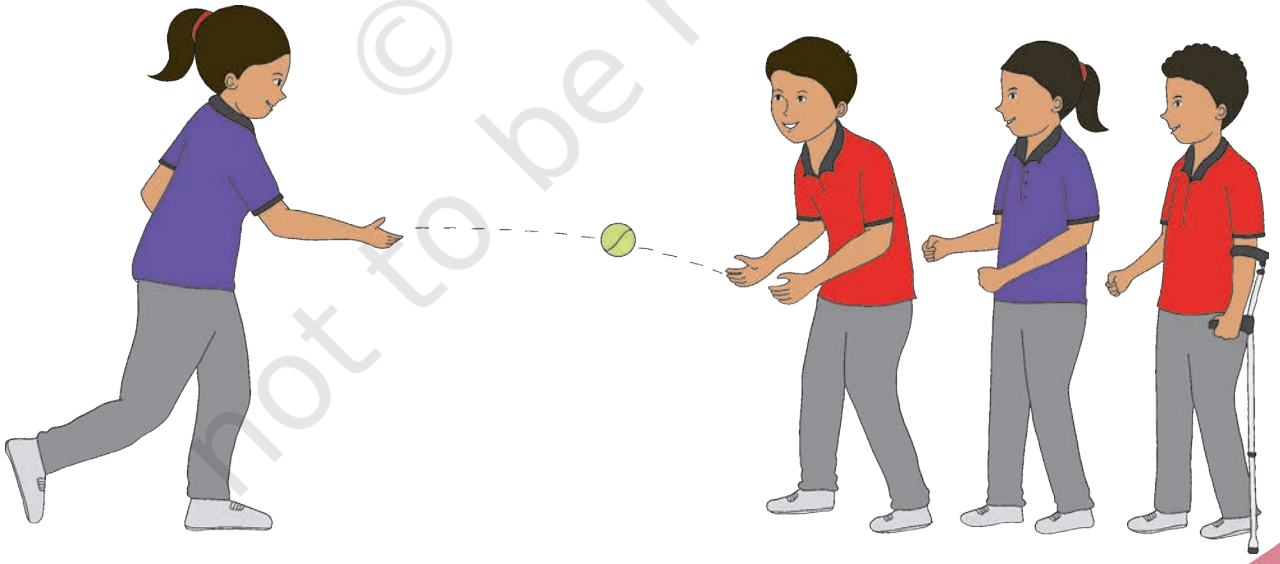
Chapter 1

Throwing and Catching

Introduction

As we have learnt in the previous class, throwing, is done with the help of arms, shoulders, and torso. However, hands are also used for releasing and catching an object.

Now, we will learn how to throw and catch by playing some interesting games.



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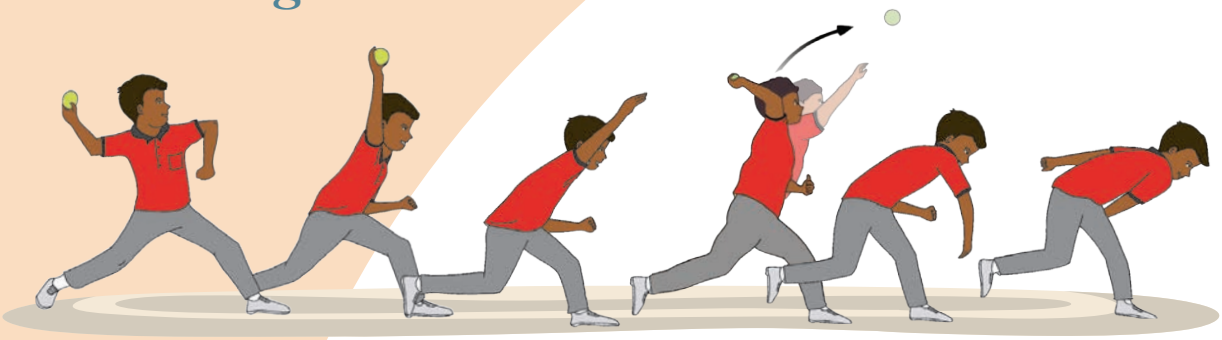
Throwing



1. Hold the ball firmly with spread fingers and stand with slightly bent knees.
2. Swing the throwing hand behind and twist the upper body.
3. Take one step forward and balance your body. Do not wobble.
4. Bring the hand forward and throw the ball with force.

Note for the teacher

Ensure the following while students practice throwing—

1. Grip: Students hold the ball firmly with fingers spread out.
2. Stance: The eyes of the student are fixed on the target, legs are spread to form a stable grounding and knees are slightly bent.
3. Throw: The action of twisting the upper body is smooth, taking back the throwing arm and swinging the arm forward to throw the ball.
4. Follow Through: The student takes one step forward after the release and balances their body.
5. Use softballs for throwing and increase the level of difficulty of activities progressively.

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Catching

1. Stand with knees slightly bent like you are getting ready to jump.

2. Join your palms together to form a cup. Keep your eyes on the ball.

3. Catch the ball softly at eye level.

4. Hold the ball firmly and pull your elbows towards the body.

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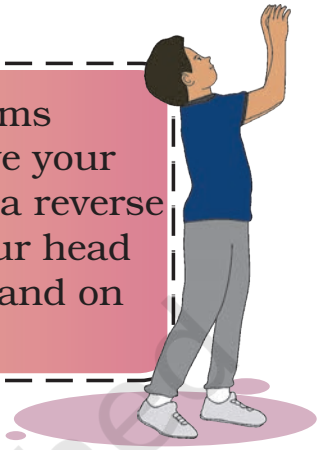
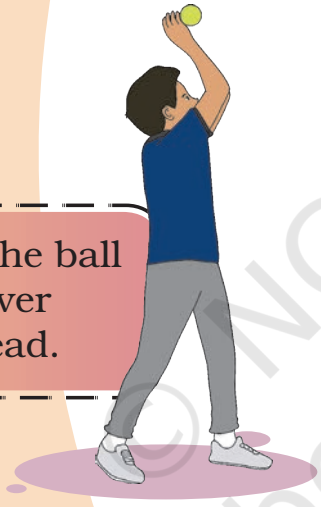
In this unit, we will learn how to catch the ball over your head:

1. Stand with knees slightly bent like you are getting ready to jump.

2. Join your palms together above your head to form a reverse cup. Keep your head still, eyes up and on the ball.



3. Catch the ball softly over your head.



4. Hold the ball firmly and bend your elbows back towards the body.

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Note for the teacher

Ensure the following while students practice catching—

1. Stance: Legs are shoulder-width apart and knees are not bent too much.
2. Catching: Body is behind the line of the ball, palms are joined and pointing upwards, hands are soft and eyes are on the ball.
3. Follow Through: Knees are slightly bent to minimise the impact and hands are pulled back.
4. Use softballs for catching and increase the level of difficulty of activities progressively.

BM 1

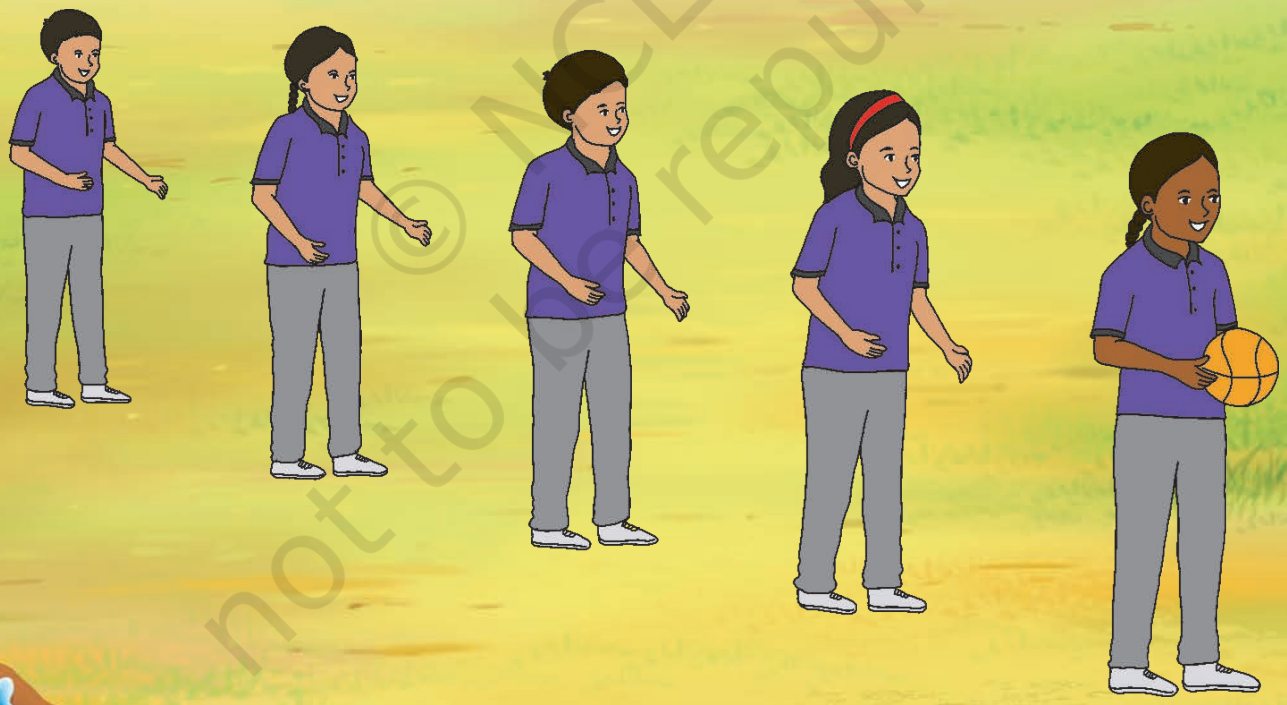
Overhead Reverse Toss

Required Material

Balls of different sizes

How to play

- Form multiple teams with five students each and stand in a straight line facing each other's back at a distance of one metre.
- First student has the ball and on the blow of the whistle, the student will throw the ball over his head to the student behind him.
- The second student will try to catch the ball and throw the ball over his head to the student behind him.
- In the meantime, the first student will run and join the line at the back.
- This will continue until each student catches and throws the ball at least ten times.



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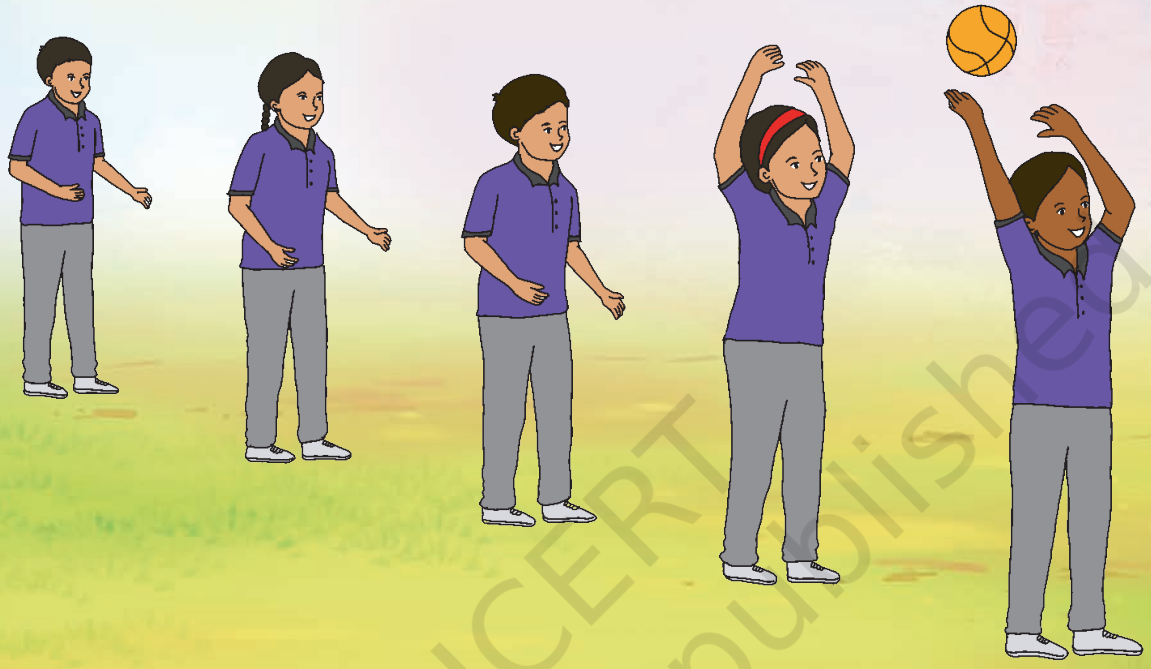

Note for the teacher

When students are throwing balls of different sizes or weights, the teacher will help the students realize that force is applied differently according to the size and weight of the ball in order to throw and catch the ball accurately.

Purpose

To develop throwing and catching skills as well as the reaction time.

Variations

- Vary the distance and size of the ball.
- Change the direction and types of passes from behind to front, from direct to bounce, pass from their sides or between the legs.

Circle Time

While tossing the ball over your shoulder to your partner behind you, discuss how you controlled your throw to ensure it reached the intended target.

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BM 2

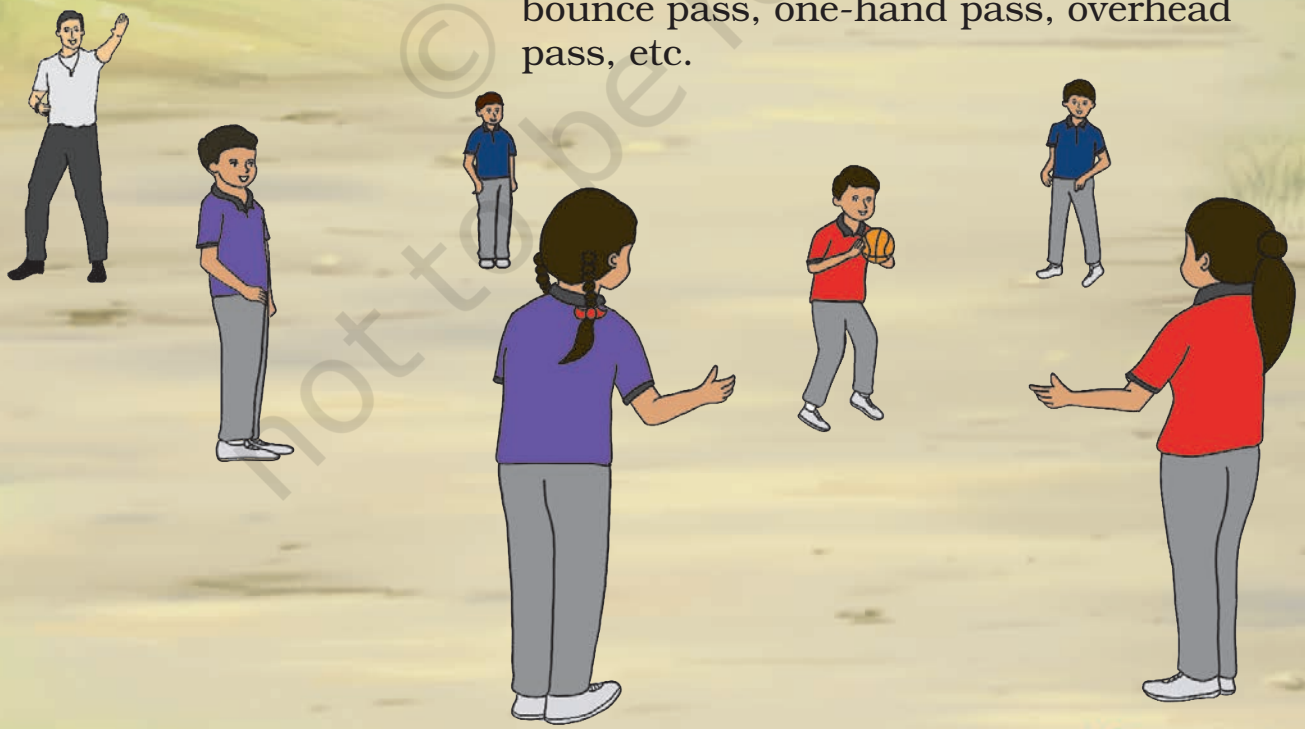
Throw it Back

Required Material

Medium-sized balls

How to play

- Form multiple teams with ten students each with a designated leader standing in the middle with a ball.
- At the blow of the whistle, the leader will chest-pass the ball to one of the students and the student will chest-pass the ball back to the leader.
- After passing the ball, the student will do three jumping jacks quickly.
- The leader will chest-pass the ball to the second student and the activity shall continue.
- Other students in the circle will carefully observe the balance while receiving and returning the ball.
- After every student has taken a turn at catching the ball, both the leader and the type of pass will change.
- Types of pasess that can be tried are bounce pass, one-hand pass, overhead pass, etc.



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Purpose

Learning to shift focus from one movement to another.

Variations

- Vary jumping jacks with other strength exercises, such as push-ups, squats, lunges, etc.

Circle Time

- What did you do to maintain your balance and prevent your body from falling after releasing the ball?
- Carefully observe and compare the finishing stance of others.

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BM 3

Bucket it up

Required Material

Buckets and balls of different sizes

How to play

- Form multiple teams of four to five students and ask them to stand in a circle with a bucket placed in the middle.
- Each student will have three softballs and on the blow of the whistle they will try to throw the ball into the bucket.
- They can throw the ball either underarm or overhead.
- If one student fails to throw the ball in the bucket, the other students from the team will collect the ball and bring it back.
- The first team to finish the task will win.

Purpose

To develop a sense of space, distance and accuracy.

Variations

- Vary the number of balls per team.
- Vary the distance between the bucket and students.
- Vary the type of balls.
- Unused and scrapped clothes or paper can be used to make the ball.

Circle Time

- How did you realise the force required to throw the ball in a bucket accurately?
- Discuss with peer groups about their experiences.
- Discuss how waste papers and clothes can be utilised in making playing equipment.

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BM 4

Run and Catch

Required Material

Softballs

How to play

- Divide the students in pairs and make them stand in a line, two metres apart, at one end of the field.
- At the blow of the whistle, the first pair will walk or run forward and pass the ball to each other at the same time until they reach the other end of the field.
- On crossing the halfway mark on the field, the whiste will be blown and the next pair will start walking, passing the ball back and forth at the same time.
- Once the pair reaches the other end of the field, they will jog back to the starting point from the edge of the field.
- The team finishing first with the least drops will win.

Purpose

To develop hand-eye coordination as well as reaction time.

Variations

- Change the distance and type of pass.

Circle Time

Discuss how did you anticipate the position of your partner while moving and passing the ball and the likely position of the ball while receiving it back.

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BM 5

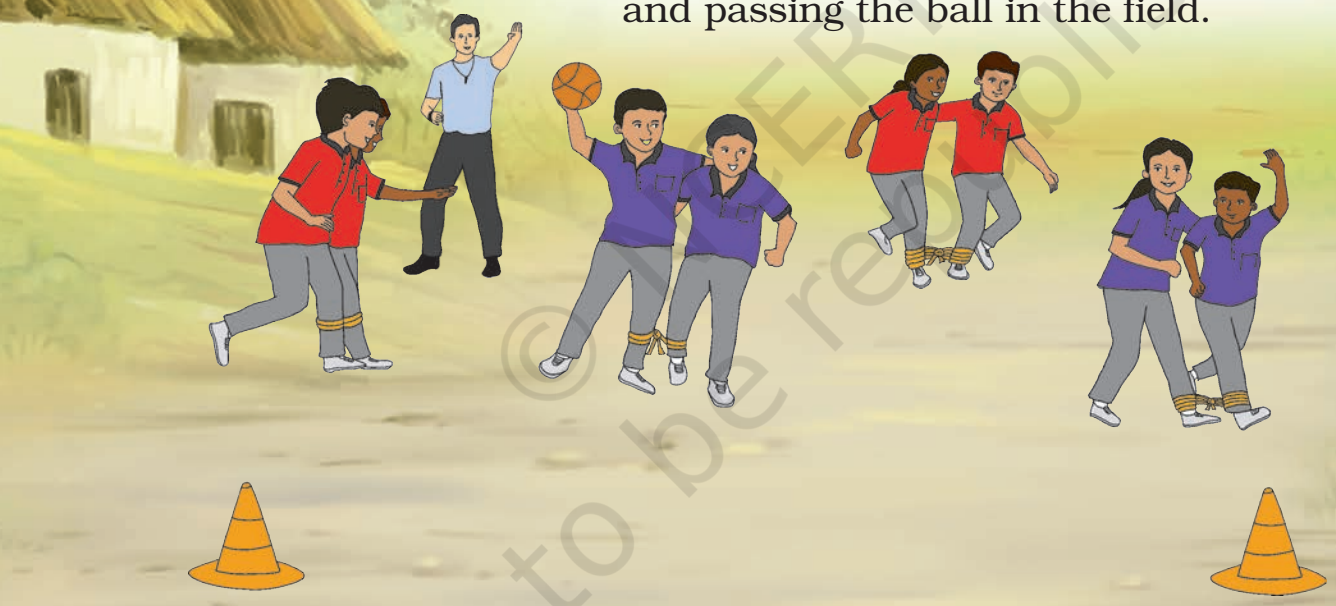
Coordinate and Conquer

Required Material

Softballs

How to play

- Make two teams of eight students each.
- Each team will have four pairs having the left leg of the student tied to the right leg of the other student to form a three-legged pair.
- The game will start with a higher throw by the teacher acting as a referee. Any team can run towards the ball after a bounce and start playing.
- Only direct or single-bounce pass is allowed.
- The objective of each team will be to score the goal in a designated area while moving and passing the ball in the field.



Note for the teacher

Make sure that students are in a stationary position while collecting the ball to prevent injuries.

Purpose

Quick thinking and decision-making with the development of hand-eye coordination and balance.

Variations

- Double-bounce passes can also be allowed.
- Minimum four passes.

Circle Time

- Did you identify any difficulty (distress) while playing in pair?
- What did you do to overcome it?

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BM 6

Meethe Angoor

Required Material

Balls of Different sizes

How to play

- Form multiple teams with five students in each team and designate leader for each team. Students stand in a line and their leader stands on a raised platform at some distance facing the team.
- At the blow of the whistle, all the team leaders throw the ball to the first student in the line, and the ball should be over the head of the student.
- The first student will catch the ball with a jump or hop with one or both the legs in the air and the catch has to be taken at the peak of the jump. The student then returns it to the leader, runs at the end of the queue and halts.
- The leader throws the ball to the next student and the game continues.

Note for the teacher

The teacher should use variations in the activity (using one's own body weight or free exercises) to develop the leg strength for improving the jump. For example, skipping, jumping jacks, etc.

Purpose

- Develop lower-body strength and coordination.
- Learn to celebrate efforts.

Variations

- Vary the type of ball, and distance between the leader and the teammates.
- The catching in this activity can also be done while moving left and right at a distance of approximately 1 feet.

Circle Time

- Recall the technique given at the beginning, that helped you catch the ball at the peak of your jump.
- Discuss 'Efforts lead to success'.

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Chapter 2

Kicking and Receiving

Introduction

Have you ever played football? In football, we kick the ball to our teammates and also receive the ball from them.

Kicking is an essential skill where we use our feet to direct the ball towards a specific target or direction.

Receiving is equally important, as it involves controlling the ball with our feet when it comes to us, ensuring we don't lose possession.

Let's explore how to kick and receive a ball effectively using our feet. After learning these skills, we'll enjoy playing some fun games!

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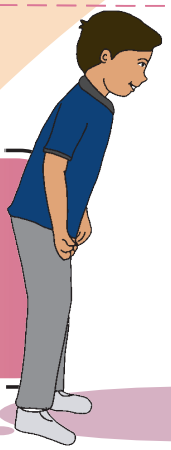
Kicking

1. Stand behind the ball and keep your eyes focused on it.



2. Move towards the ball.

3. Keep the non-kicking leg to the side of the ball and then swing the other leg to kick the ball.

4. Let the kicking leg follow the ball. Move your hands to balance the body.

Note for the teacher

Ensure the following while students practice kicking—

1. Stance: Legs are shoulder-width apart and knees are not bent too much.
2. Approach: The approach is slightly to the side of the ball while stepping forward on the kicking foot.
3. Kicking: The streamlined action of leaping forward on the non-kicking foot to the side of the ball is important. Swinging back the kicking leg and bringing it swiftly to kick the ball is also essential.
4. Follow Through: The arm opposing the kicking leg goes forward and the body is in balance.

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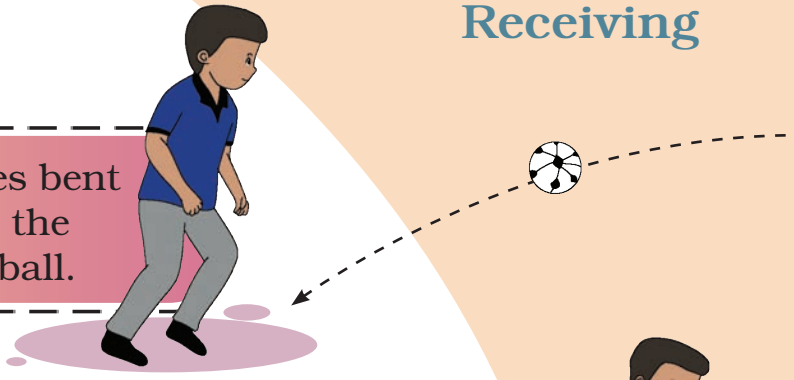
Receiving

1. Stand with knees bent and body facing the direction of the ball.



2. Raise one leg to receive the ball. Keep the other leg firmly on the ground.

3. Receive the ball and move the leg slightly backwards.

4. Balance your body as the ball touches the ground.

Note for the teacher

Ensure the following while students practice receiving—

1. Stance: Legs are shoulder-width apart, knees are not bent too much and the body is facing towards the direction of the ball.
2. Anticipate and be ready: Anticipate the path of the ball and keep non-receiving foot firmly on the ground.
3. Receiving: Shift the body weight to the non-receiving foot, always receive the ball with the instep of receiving foot and on contact take the foot slightly back.
4. Follow Through: Keep the body low and balance the body by shifting the body weight as required.

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BM 7

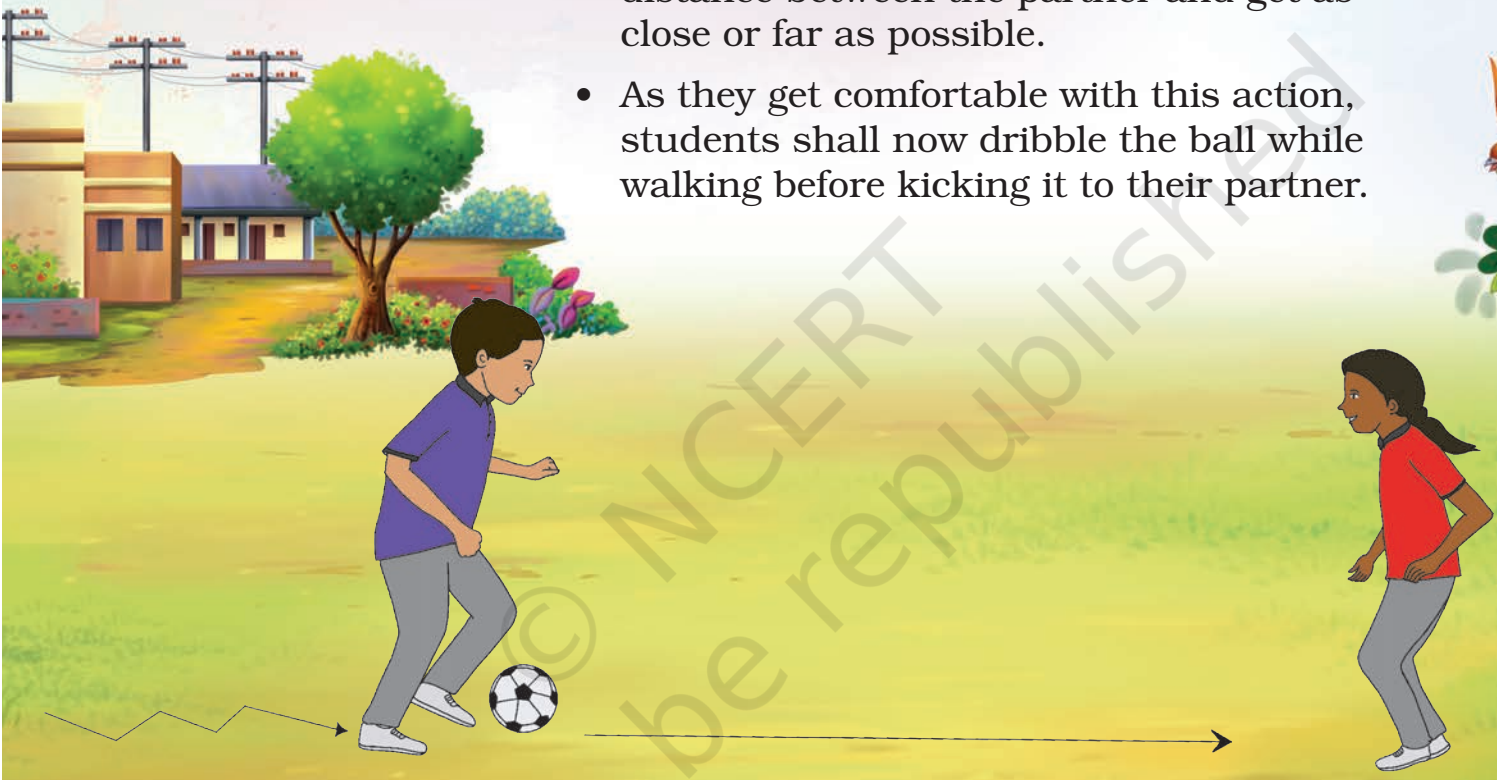
Dribble and Pass

Required Material

Medium-sized balls

How to play

- Pair up the students and make them stand three to four metres apart.
- The first student will dribble the ball on the spot between their feet and then kick the ball to their partner.
- The second student will receive the ball and repeat the same. Keep changing the distance between the partner and get as close or far as possible.
- As they get comfortable with this action, students shall now dribble the ball while walking before kicking it to their partner.



Purpose

To develop a sense of force and leg-eye coordination with anticipation.

Variations

- Increase the number of students in a group.
- Increase the number of balls in a group.

Circle Time

What helped you dribble the ball so that you don't loose control? Share ideas with your friend.

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BM 8

Drop it to Kick it

Required Material

Large-sized clothballs

How to play

- Divide the students in pairs and ask them to stand at a distance of 5 metres apart.
- The first student will toss the ball in the air and kick it to the partner before it bounces.
- The partner will try to catch the ball and repeat the action.

Note for the teacher

The teacher will provide examples of uncomfortable moments and feelings.

Purpose

To develop leg-eye coordination as well as coordination between partners.

Variations

- Increase the distance to develop sense of force with consistency.
- Vary the size of ball.

Circle Time

Share an instance or incident where you felt uncomfortable for any reason. Did anyone help in these uncomfortable moments?

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BM 9

Between the Door

Required Material

Cones and large-sized balls

How to play

- Line up the students ten metres apart, as shown in the figure.
- Place two cones in the middle, parallel to each other, forming a door.
- Instruct the students to kick the ball between the cones.
- Each student will kick the ball at their turn and will rejoin the line at the end. In case the ball doesn't go through the door, the student will recover the ball and pass it on to the next.
- Increase or decrease the distance between students based on their skill levels and needs.

Note for the teacher

The teacher will help the students to minimise the distractors (for example, lack of confidence, difficult target, fear of failure, anxiety, stress, lack of interest, etc.).

Purpose

To foster focus, concentration, and precision.

Variations

- Vary the size of the door to make it more difficult or easier for the students.
- Use of alternate legs to kick the ball.
- Vary the size of the ball.

Circle Time

Identify and share the distractors which created disturbances while hitting the ball precisely between the two cones.

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BM 10

Kick Through

Required Material

Football, cones

How to play

- Place cones in a circle marking an area for a student to move.
- Stand in a circle in between the cones.
- The student will kick the ball to the other students except the ones standing immediately to the left or right sides.
- The purpose is to kick the ball through the student and if it is achieved, then the kicker will receive a point.
- If a student stops the ball and does not let it pass through, they will receive a point.

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Note for the teacher

During the circle time the teacher will help the students by providing clues (for example, force, movement of other students, anticipation, etc.) that did not let the ball pass through the cones.

Purpose

Development of a sense of space, movement and anticipation.

Variations

- Vary the number of balls.
- Increase or decrease the distance of cones to vary the difficulty level.

Circle Time

Identify the factors which did not let you pass the ball between the student and the cones.

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BM 11

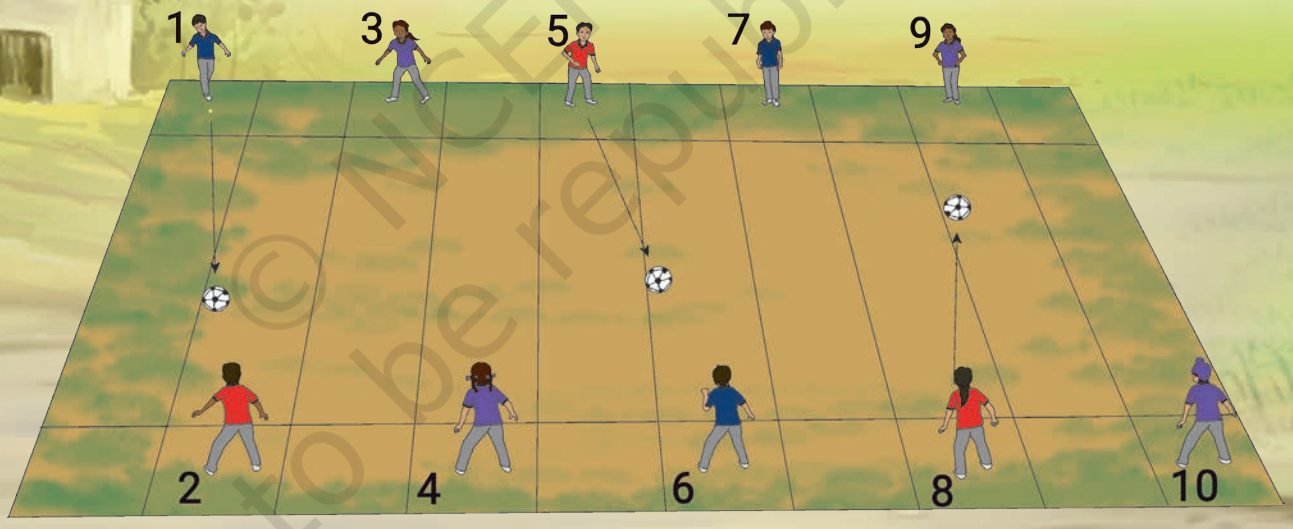
Zig-zag Kicking

Required Material

Marking chalk, Football

How to play

- Line up the students and number them as shown in the figure.
- The first student will kick the ball to the next student standing diagonally to them (one to two, two to three, three to four and so on).
- The students will receive the ball and then kick the ball to the next student standing diagonally to them.
- The ball will reach the last student and the process will be repeated in reverse.
- The student should aim to minimise the time between receiving and passing the ball.



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Purpose

To develop coupling ability with precision and anticipation.

Variations

- Vary the distance between the students.
- Place one defender in the middle to increase the difficulty.
- Vary the leg at every pass.

Circle Time

Discuss ideas on how you can minimise the time between receiving and passing the ball.

BM 12

Foot Baseball

Required Material

Football, cones

How to play

- Form teams according to the number of students.
- Mark four cones in a square shape, 15–20 metres apart. Cones will be treated as bases.
- Place a cone at the centre of the square for the pitcher to roll the ball.
- One team is the defence team and the other is the offence team.
- The pitcher of the defence team will roll the ball, and one student from the offence team will kick the ball outside of the square aerially.
- If the defence team catches an aerial pass, then the kicker will be out and if the ball is not caught or goes rolling on the ground, then the kicker will run to the second base and so on.
- A new kicker will come to kick and the game goes on.
- If a student fails to kick the ball three times, then they would be out.
- If three students get out, then the other team will play offence and the first team will defend.

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- This goes on until every student gets the chance to kick the ball.
- If a student covers all the bases, then that team will get one point and the team with the maximum points at the end will win the game.

Purpose

To develop collaborative skills and team spirit.

Variations

- Vary the size of the playing area according to the number of students.
- Vary the size of ball.

Circle Time

Observe others and self in a game situation and discuss the strong areas of both teams and one area for improvement of your own team.

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Chapter 3

Strike the Shuttlecock

Introduction

Striking an object while playing helps in various types of learning in an enjoyable manner. Various racquet sports are emerging nowadays. For example, pickle ball, ball badminton, squash, etc., along with the more familiar badminton, table tennis and tennis. Learning to strike an object with a racquet or striking surfaces can be fun. Let's try!

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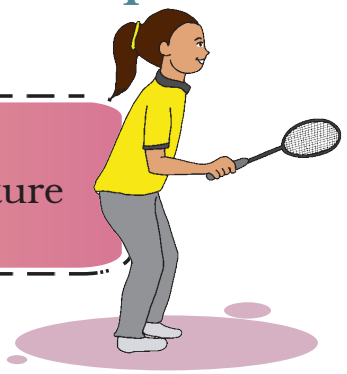
Striking the shuttlecock with a racquet

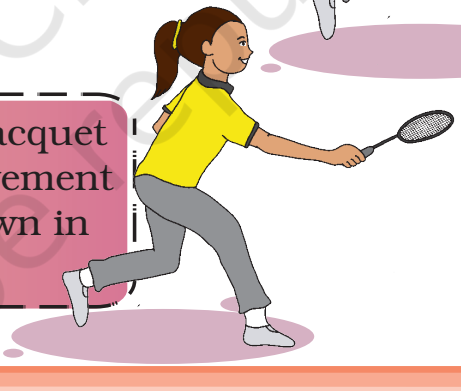
1. Hold the racquet and stand sideways as shown in the picture with knees slightly bent.



2. Step forward and swing the racquet. Rotate shoulders and hips.

3. Drop the shuttlecock and hit it with the racquet.

4. After hitting, take the racquet in a follow-through movement along your body as shown in the picture.



Note for the teacher

Ensure the following while students practice striking with a racquet—

1. Stance: Stand sidewards with legs shoulder-width apart, knees slightly bent, and eyes always on the shuttlecock.
2. Grip of the racquet: The racquet should be held in the dominant hand, between the thumb and index finger, making a V position.
3. Hitting: While hitting, step forward on the front foot, swing and rotate hips and shoulders, keep eyes on the shuttlecock, extend arms fully at the contact point and hit.
4. Follow Through: Upper body will swing along with the racquet, going around the body, and finish over the shoulder of the non-dominant hand.

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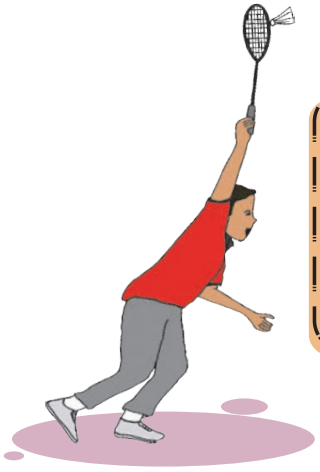
1. Stand with knees slightly bent and with the racquet facing the direction of the incoming shuttlecock.



2. Bend forward and hold the racquet in the dominant hand. Keep the hands gentle on impact.

3. Connect the shuttlecock with the racquet.

Note for the teacher

Ensure the following while students practice receiving with a racquet—

1. Stance: Keep feet shoulder-width apart, knees slightly bent, and body facing the shuttlecock.
2. Grip: Hold the racquet gently with the dominant hand.
3. Anticipate: Predict the path of the shuttlecock, keep the body low and align the body accordingly.
4. Hitting back: Hit the shuttlecock back underhand or overhand depending upon the height of the shuttlecock.

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BM 13

Balloon Race

Required Material

Balloons

How to play

- Divide the students into two groups consisting of four students each.
- Mark the starting and finish line.
- Provide one balloon to each group and make them stand at the starting line.
- On the blow of the whistle, ask them to hit the balloon in the air one after the other and finish the race without holding on to it or letting it touch the ground.
- The students, who hit the balloon, can hit it again only at their turn.

Purpose

To develop collaborative and communication skills with coordination.

Variations

- Increase the number of balloons per group.
- Students can touch the balloon with other body parts except hands.
- Ask students to do lunges after hitting the balloon.

Circle Time

Discuss how you respect the other students' chance and the instances where the teammates created difficulty in letting the student take their own chance.

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BM 14

Bowling

Required Material

Cones and medium-sized balls

How to play

- Divide the students into teams consisting of four students each.
- Place cones in a line and students should stand approximately 5 metres away from the cones.
- At the blow of the whistle, students will take turns to knock the cones by rolling the ball on the ground.
- The student will retrieve the ball after their turn and throw it to the next student in the line.
- The team that knocks out their cones first will win the game.

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Purpose

To develop control on the wrist and arm movements.

Variations

- Use of alternate hands in rolling the ball.
- Vary the distance and size of the ball.

Circle Time

Star and Wish

BM 15

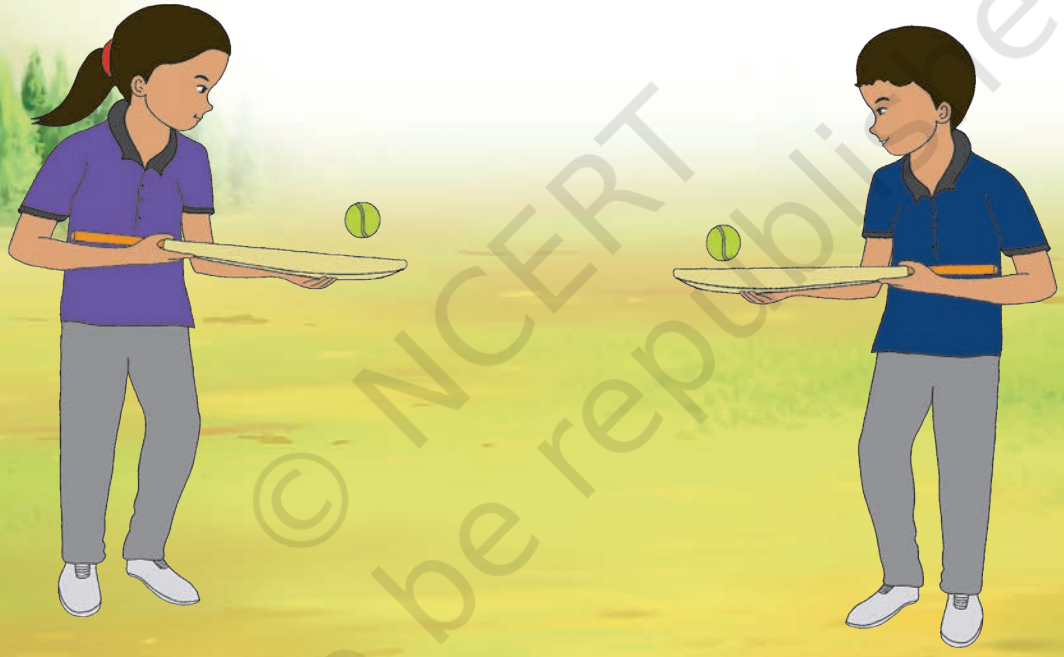
Tap the Ball

Required Material

Ball and racquet or small bat

How to play

- Identify a safe space in the playing area.
- Take a bat and ball from your teacher and set your target.
- Hold the bat and tap the ball and balance it to keep it from falling while maintaining your body balance.
- Record the number of times the student tapped the ball without letting it fall on the ground. Try to improve your target time with every chance you get.



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Purpose

Develop hand-eye coordination, concentration and balance.

Variations

- Play with a teammate where you tap the ball and pass it to the teammate back and forth.

Circle Time

Discuss ideas on how every student balances their body while tapping.

BM 16

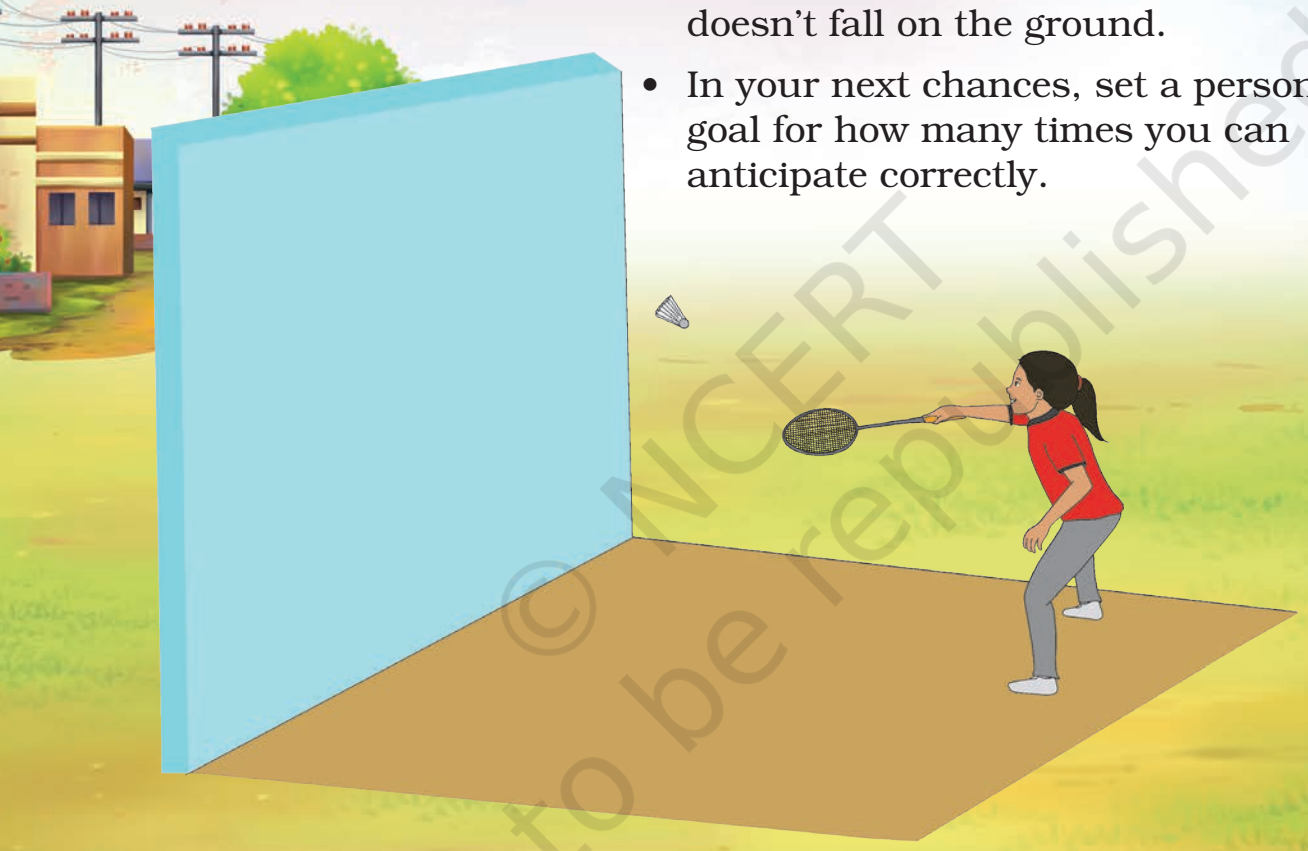
Sky Shuttlecock

Required Material

Badminton racquet, shuttlecock

How to play

- Give each student a racquet and a shuttlecock. If these are not available, use a softball and any flat object (rough copy, cardboard, hand) for hitting.
- Stand one metre away from a wall.
- Hit the shuttlecock or ball on the wall with the object.
- Make sure that the shuttlecock or ball doesn't fall on the ground.
- In your next chances, set a personal goal for how many times you can anticipate correctly.



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Purpose

To develop anticipation and concentration.

Variations

- Vary the distance to enhance the force required.
- Change the shuttlecock with a plastic ball.
- Instead of hitting the wall, hit the shuttle-cock in the air.

Circle Time

How many times were you able to anticipate the path of the ball or shuttlecock correctly and how? Is there any pattern in the path of the ball or shuttlecock while returning?

BM 17

Place the Shuttlecock

Required Material

Badminton racquet or hitting object, shuttlecock or ball, hula hoop or bucket

How to play

- Place the hula hoop or bucket on the ground at different distance and angles.
- The student stands at the distance of 2 metres from the bucket or hula hoop.
- The student will hit the shuttlecock or the ball with the racquet or hitting object and try to place the shuttlecock or ball into the hula hoop or bucket.
- Every shuttle or ball placed in the bucket or hula hoop will be scored as one point.
- The student with maximum points will win the game.

Purpose

To develop coordinative abilities, focus and precision.

Variations

- Teams can be formed to make it a group activity.
- Vary the shuttlecock with different types of balls such as plastic, rubber ball, etc.
- Vary the size of the target.

Circle Time

- What adjustment did you make while hitting when the ball or shuttlecock was off the target?
- Discuss how did you feel while holding the racquet.

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BM 18

Play it Together

Required Material

Badminton racquet, shuttlecock

How to play

- Divide the students in pairs and make them stand four metres apart.
- At the blow of the whistle, pairs will start passing the shutlecock with forehand and try not to drop the shuttlecock.
- The students will pass the shuttlecock to each other till they complete fifty hits.
- Then, the new pair will similarly pass the shuttlecock to each other and the game will continue.

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Purpose

Quick thinking and decision-making.

Variations

- Vary the distance between students.
- Vary the shuttlecock with different type of balls.
- Interchange the forehand with backhand.

Circle Time

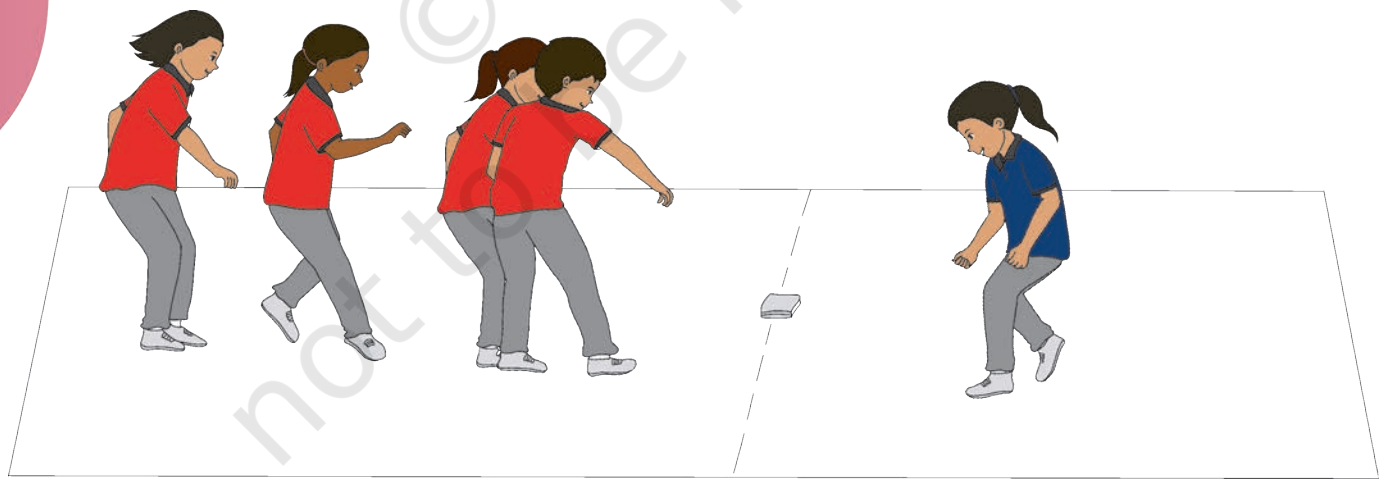
Share ideas with each other on ensuring that the ball or shuttlecock do not fall.

Chapter 4

Little Steps

Introduction

The key to success is to set and achieve goals. For example, holding the pose similiar to *naukasana* for 20 seconds, T-balance on one leg for 20 seconds, jumping jacks for 60 seconds, etc. Every individual has different goals based on their needs, but there are some goals which all of us should try to achieve. In this chapter, we will set and achieve personal goals on maintaining balance and growing strong.



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BM 19

Roll Around

Required Material

Mats

How to play

- Ask students to find and mark an area and sit on the ground and hold both the ankles with the hand.
- Keep your chin tucked in to your chest to avoid injuries.
- At the blow of the whistle, ask them to roll their bodies sideways with their back and shoulder touching the ground.
- Start with the left side and then on the right side.
- As the students get comfortable, ask them to stretch their legs and hold their ankles.
- Again, ask them to start rolling from one side and then to the other side.

Purpose

To develop the balance of the body in rolling motion.

Variations

- Vary the rolling position from sideways to forward rolling.

Circle Time

- Share which movement you enjoyed the most and why.
- Discuss why it was important to mark the area for rolling.

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BM 20

Cross Together

Required Material

Hula hoops, pieces of cloth, and cones

How to play

- Form teams of four and ask them to stand behind the cone or starting line.
- Each teammate has a hula hoop and another one is placed in front of them.
- The first teammate will move into the hula hoop and place the one in their hand on the ground.
- The second teammate will enter the empty hula hoop and pass the hula hoop in their hand to the first teammate and place it on the ground to make a path.
- All the teammates have to cross the path by placing the hula hoop till the next end, where a piece of cloth is placed.
- They have to bring the cloth to the starting point in the same way. The team to do this first will win.
- Teammates can place the hula hoop at a distance if they can jump to finish the race first.

Note for the teacher

The teacher will provide examples of uncomfortable incidents like teasing and bullying by role play and explain how such things hamper team spirit.

Purpose

To develop team spirit and collaborative skills.

Variations

- Vary the number of cloths.
- Vary the number of teammates.

Circle Time

Discuss with your peers about an incident where you felt uncomfortable for any reason. Also, share how someone offered help at that time.

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BM 21

Movement Circuit

Required Material

Mats, box

How to play

- At the blow of the whistle, students will walk on a path of width nine inch towards the first mat and perform rocking five times as shown in the picture.
- After that, the student will move to the next station while doing frog jumps and T-balance on left leg for 5 seconds.
- After that, the student will walk on toes to the next station and T-balance on right leg for 5 seconds.
- Then the student will do hanuman jump till they reach the mats placed on a slope.

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Note for the teacher

The stations can be changed according to locally available resources and fitness level of students. Local stations can be incorporated to develop the desired outcome (balance, coordination, leg strength, explosive strength, flexibility and speed).

Purpose

To develop basic motor movements and fitness.

Variations

- The sequence and frequency of exercises may be changed to increase or decrease the difficulty.

Circle Time

Star and Wish

- The student will climb the mat and do a forward roll keeping the chin close to the chest.
- After that students will walk backwards for five-metre followed by a five-metre sprint to complete the circuit.

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BM 22

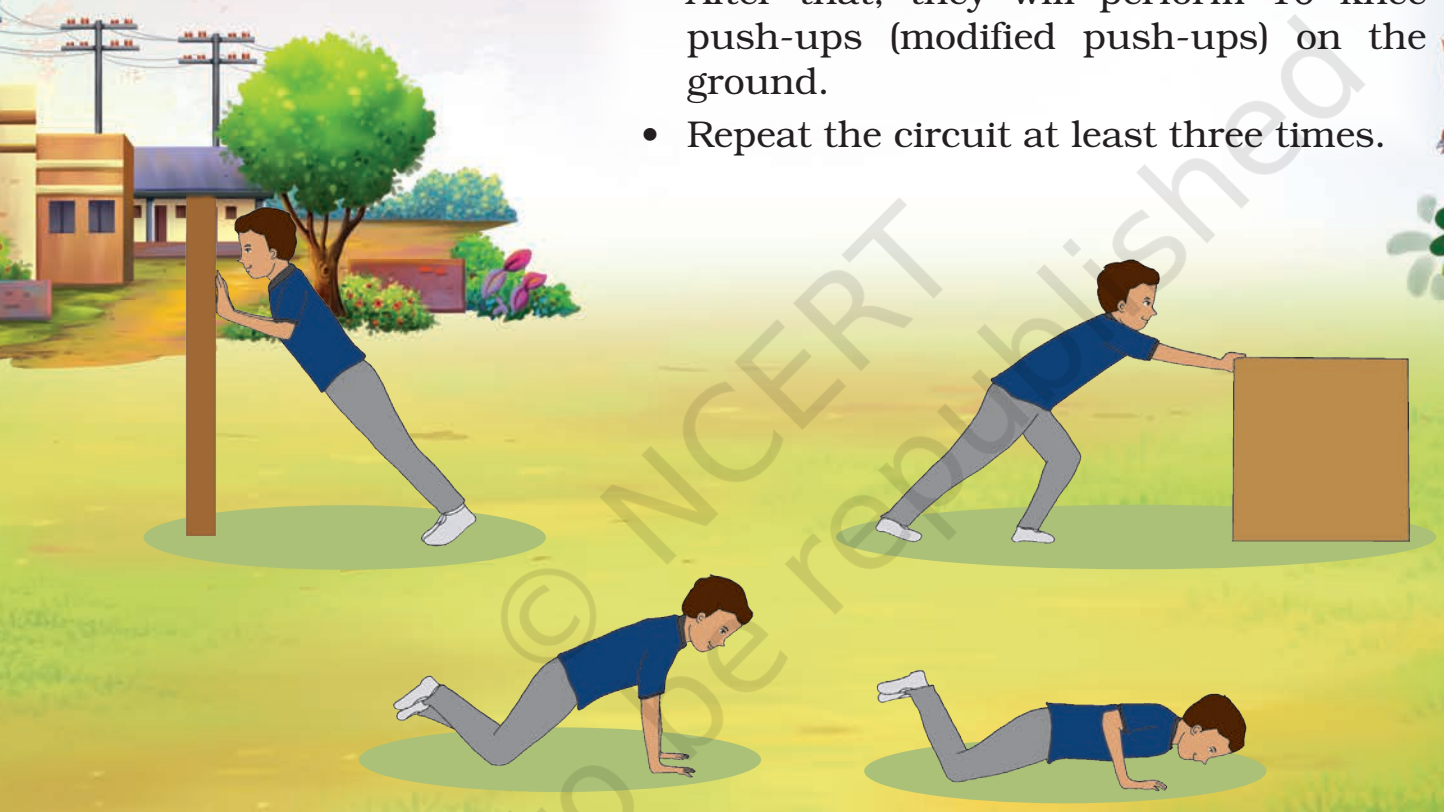
Push Circuit

Required Material

Cones, box

How to play

- At first, students will push and hold against the wall on their toes for one minute at an inclination as shown in the figure.
- Then, they shall move to the next station and start pushing and pulling against the box placed in front of them five times against the wall.
- After that, they will perform 10 knee push-ups (modified push-ups) on the ground.
- Repeat the circuit at least three times.



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Note for the teacher

Create a list of sources for motivation shared by the students and display it in the classroom.

Purpose

To develop upper body strength.

Variations

- Vary the duration of hold, distance to push and number of push-ups.
- Vary the weight of the box.

Circle Time

Discuss how you felt after completing the circuit and share how did you push yourself despite being tired.

BM 23

Leg Circuit

Required Material

Cones

How to play

- The students will start with ten squats and move to the next station.
- Then, they have to perform fifteen vertical jumps on the spot and try to go higher.
- After that they will perform 5 lunges on each leg.
- Then, they have to perform 15 calf raises to complete the circuit.
- Repeat the circuit at least three times.

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Note for the teacher

Create a list of barriers to exercise shared by the students and display it in the classroom.

Purpose

To develop lower body strength.

Variations

- Vary the number of repetitions.
- Calf raises can also be done on single leg.

Circle Time

Discuss your feeling after completing the circuit and share that how will you overcome barriers.

BM 24

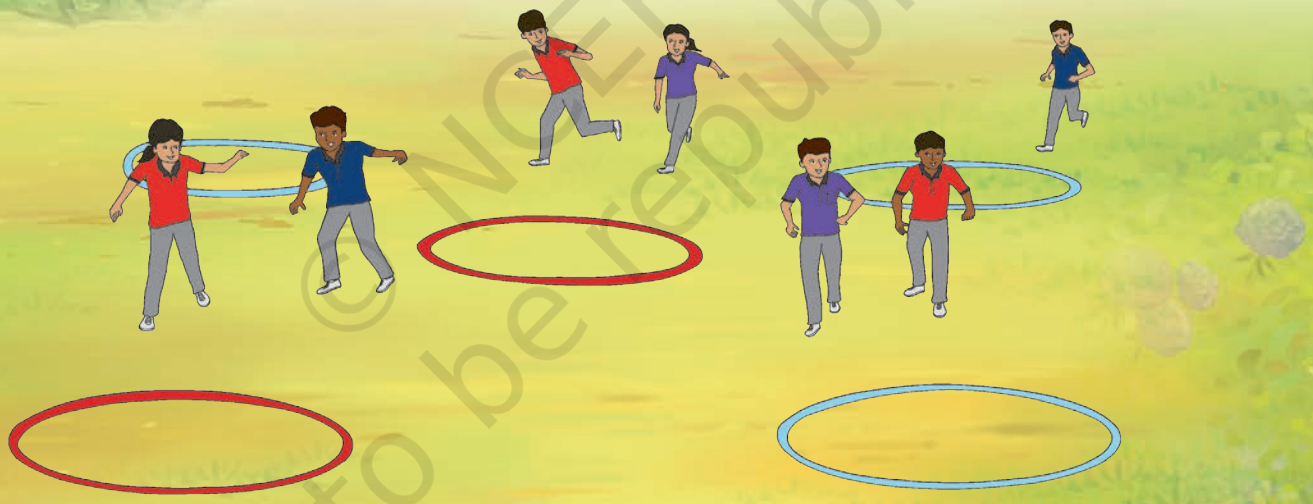
Run into Hula Hoops

Required Material

Hula hoops

How to play

- Hula hoops will be spread around the playing area ensuring that the number of hula hoops should be less than the number of students.
- The students will spread around the playing area.
- At the blow of the whistle or on start of music or clap, they will run, jump or walk around the playing area, avoiding the hula hoops.
- At the second whistle or as soon as music stops, they have to find the nearest hula hoop and stand inside it.
- The students who can not find one will be eliminated. Remove one hula hoop after every round. Ensure that the number of hula hoops is always lesser than the number of students.
- The student to claim the last hula hoop shall be the winner.



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Note for the teacher

Create a list of sources of motivation shared by the students and display it in the classroom.

Purpose

To develop auditory senses and agility.

Variations

- Vary the kinds of exercises to be done apart from running.
- Vary the number of hula hoops to make it difficult.
- You can assign colours to students and they have to be in the hula hoop only of that colour at the end of the music.

Circle Time

Discuss the differences they found while reacting to clapping, whistling and music.

BM 25

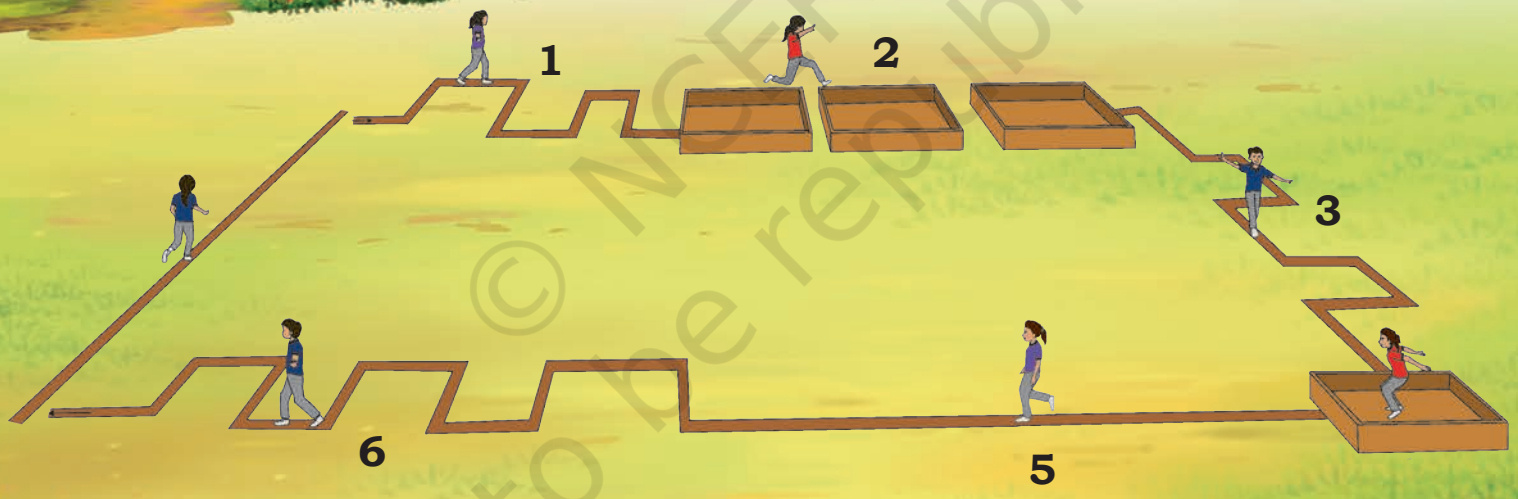
Balancing on the Line

Required Material

Marking powder

How to play

- The students have to stand on the starting line at point 1 in the figure.
- At the blow of the whistle, they start walking on the path while balancing their body.
- They jump with one leg on the box or hula hoop, then balance again on the line.
- They reach the next box and do a vertical jump into the box or hula hoop.
- They start hopping on the path till the next line, and again start balancing until they reach the finishing line.



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Note for the teacher

Create a list of barriers to exercise shared by the students and display it in the classroom.

Purpose

To develop balance and coordination.

Variations

- Vary the different types of jumps and walks.
- Vary the distance between stations.
- Box can be replaced with hula hoops.

Circle Time

Star and Wish

Guided Self-assessment for Students

The purpose of this exercise is to track children's progress in Physical Education classes, emphasising self-improvement and personal growth rather than comparison with others. The emphasis is on developing basic motor movements, developing specific personal and social behaviour, being mentally engaged in activities and getting introduced to self-assessment. It ensures a holistic and supportive learning environment. The rubrics are progressive in nature.

Instructions

Read the statements and tick the number which is most suitable for you.

Throwing

1	2	3	4	5
I can hit the targets sometime with different size of ball at the near distance. I need to practice more for proper follow-through.	I can mostly throw the ball to my partner while looking in their eyes with proper technique. I need to use more force to cover more distance.	My throws reach the target with moderate power. I need to improve my aim for accuracy and consistency.	My throws are strong, smooth, and natural.	Discuss with the teammates about how to throw better.

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Catching

1	2	3	4	5
I occasionally catch the ball on the spot with both hands and with a single hand. I misjudge the ball when it is little bit far from me.	My focus is increasing but I need to work on coordination for better catch.	I can mostly catch the ball with both hands, while moving. I need to work on one-hand skill.	I can consistently catch the throws with single hand at different distances with right technique.	I always appreciate other students who take a good catch.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for themselves.

Throw: *Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.*

Catch: *Keep your eyes on the target with a stable stance.*

Kicking

1	2	3	4	5
I can kick different kinds of balls with proper technique over short and long distances.	I struggle to kick the ball in different directions. My accuracy and force varies.	I show better technique by kicking with moderate accuracy and force.	I can kick the ball with proper leg and hand movements to my partner in any direction and distance.	I listen to the teacher and follow their instructions.

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Receiving

1	2	3	4	5
I can receive both short and long pass smoothly on the spot.	I find it hard to balance and control the ball when it is a few steps away.	I react quickly and control the ball, even if it is a little far.	I can confidently receive passes from any direction and control them easily.	I help pick up the balls after practice.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Kicking: *Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.*

Receiving: *Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.*

Hitting

1	2	3	4	5
I can consistently hit the ball toward my partner or a target at a short distance with proper balance.	I struggle to hit the ball and lack power and timing when it is a bit fast.	I am able to hit the ball with strong force and accuracy, making only a few mistakes.	I can hit the ball confidently during a game.	Even after losing the game, I stay positive and try again.

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Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Hitting: *Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips and shoulders, extend arms fully at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.*

Jumping

1	2	3	4	5
I can jump confidently on one leg and shift directions smoothly while maintaining balance.	I can jump in multiple directions with control, adjusting body movements for stability.	I can use body awareness to hop smoothly and land gracefully.	I am able to execute fast and controlled jump/hop, combining turns with ease.	Encourage others by cheering for them.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Jumping: *Encourage students to develop balance, coordination, and leg strength by keeping knees slightly bent, using arms for balance, landing softly.*

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Walk or Run

1	2	3	4	5
I can walk for 5 min without any discomfort.	I can walk for 7 min without any discomfort.	I can continuously jog for 3 min.	I can continuously jog for 5 min.	I enjoy while running and walking.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Walk or run: *These actions should be done with proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.*

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UNIT 2

Our Games

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Playing is natural and we all love to play when we are together. Play builds the feeling of togetherness and helps us understand each other better. While playing these games, we will treat each other sensitively and with care.

Let's play these games with our friends, teachers and family.

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Chapter 5

Local and Traditional Games

Introduction

We all play many games with our neighbourhood friends. Every region in our country has some games that are specific to that region. In this chapter, we will learn to play and enjoy some games that are played in different regions across the country. While playing these games and enjoying together, we will learn to treat each other with kindness and become better human beings in the process.

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OG 1

Anti Pil

This marble game that is played across the country. It is known by different names in different parts of the country like *Gulli Khela*.

How to play

- Divide the students into equal groups.
- Each group will make a round hole in the ground known as a *pil*.
- Each student gets one marble from the teacher and they will give it to one of student in the group.
- The student who has collected marbles from each student will then shake it and throw it on to the ground towards the *pil*.
- The striking sequence of the student will be decided on the basis of the closeness of the marble from the *pil* or hole.
- The students now try to put their marbles into the hole as per their sequence.
- The students will place their thumb on the ground, and the marble in one of their fingers.
- Draw the marble back like a bow and release it for hitting.
- Once the marble is put into the *pil*/hole by a student, then that student can hit other student's marbles.
- Those students whose marble is hit will be out and the student who remains till the last will win.

Note for the teacher

Ensure the safety of the students from injuries.

Purpose

To enhance fine motor movements, concentration and accuracy.

Variations

- Increase the number of students in the group to increase the difficulty.
- The number of marbles can be increased or decreased.

Circle Time

Discuss the experience of creating your own playing area and following the norms set by the teacher.

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OG 2

Majhya Mamcha Patra Haravla, Tech Mala Sapatla

This game is popularly known as *Kokilla Chipake*, *Bhadra mashey taal porlo*, *Ghhoda badaam khai*, *Peechey dekhey maar khai*, but it has different names and versions across India.

How to play

- The students will sit in a circle, and one denner will walk outside the circle in an anticlockwise direction.
- The denner will have a handkerchief in hand and the students in the circle will say *Majya mamcha patra haravla* (my uncle's letter is missing) and the student running outside the circle will say *tech mala sapatla* (I found the lost letter).
- The denner will secretly leave the handkerchief behind any one student and run around the circle.
- The student will pick up the handkerchief and run after the denner to catch them.
- If the student catches them, then they will again give the den and if he runs around the circle and sits at the place of the chaser then the chaser will be the denner.

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- If the student is unable to notice the handkerchief then the denner will pick the handkerchief after a run around the circle and start tapping with the same, while the student will get up and run after completing one circle. That student will then hold the handkerchief and become the denner.

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Purpose

To develop anticipation and alertness from possible threat.

Variations

Increase the number of denners.

Circle Time

Discuss how you could anticipate that the handkerchief will be dropped behind you.

OG 3

Indur Beral

The game is played across India in many variations such as *Chhi-chhattar* in Eastern Region and *Chilla-daoma* in Himalayan region.

How to play

- Form a circle with 8 to 10 students holding hands.
- Choose two students one is *Indur* which means rat who will stay inside the circle, moving from one place to another on four-point touch (both hands and both feet on the ground). The other will be the *Beral* which means cat who will stay outside the circle.
- The *Beral* (cat) will try to catch the *Indur* (rat). The students in the circle will try to guard the *Indur* by not allowing *Beral* to come inside the circle.
- If the *Beral* is able to come inside the circle, then the *Indur* will run out of the circle and the students will stop the *Beral* to get out of the circle.
- The chase will go on until the *Beral* catches the *Indur*.

Purpose

To develop teamwork, cooperation and anticipation between students.

Variations

- Vary the number of rats and cats.

Circle Time

Discuss how could you save the rat from the cat by teamwork.

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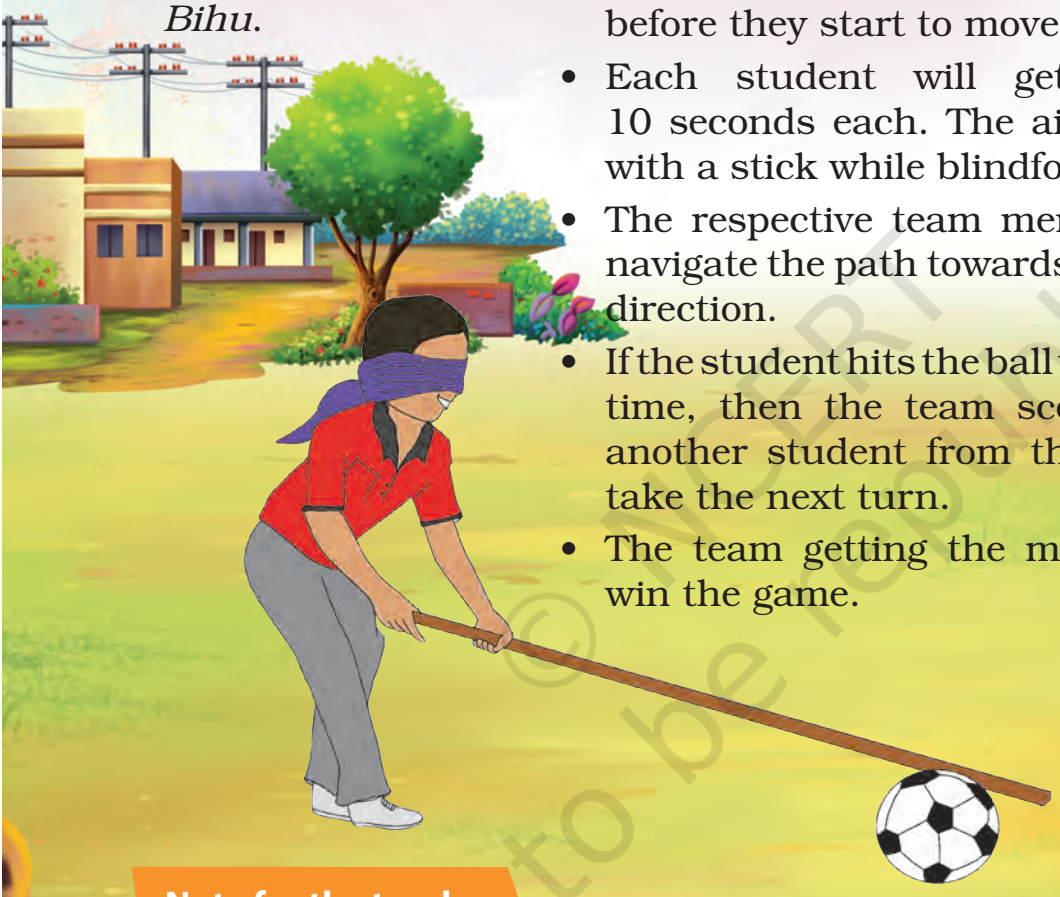
OG 4

Tekeli Bhonga

It is a traditional game of Assam and is played on the occasion of *Magh Bihu*.



How to play

- Mark two lines 10 metres apart and place a medium-sized ball in the middle.
- Form teams of four students each and ask them to stand on either line.
- Hand over a stick to each team, and blindfold one student from the first team.
- To increase the difficulty level, turn the blindfolded students 3–4 times in circles before they start to move towards the target.
- Each student will get two chances of 10 seconds each. The aim is to hit the ball with a stick while blindfolded.
- The respective team members shall help to navigate the path towards the ball by showing direction.
- If the student hits the ball within the stipulated time, then the team scores one point and another student from the second team will take the next turn.
- The team getting the maximum points will win the game.

Note for the teacher

Ensure the safety of the students from injuries.

Purpose

To develop teamwork, empathy and a sense of fair play among students.

Variations

- Vary the number of students.
- Vary the distance between students and the ball.

Circle Time

- Identify the challenges you faced while identifying the location and hitting the ball blindfolded.
- Discuss the strategies how you could successfully complete the task. How did the navigator help you?

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OG 5

Rinky Pinky Ponk

What colour you want?

This game can be played with many variations i.e. using wood, stone, iron, etc., instead of colour.

How to play

- The students will stand in a designated area, and one student will be the denner.
- The students apart from the denner will ask "Rinky pinky ponk, what colour you want?".
- The denner will say, for example, "I want orange colour", and students will run and try to find orange coloured objects and touch it.
- The denner will try to catch a student before they can touch the colour.
- If any student gets caught then that student becomes the denner and otherwise the same denner continues.

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Note for the teacher

Explain the different signals like colour, sound, etc.

Purpose

To develop quick thinking with sensory development.

Variations

- Instead of calling out a colour, different objects may also be named. For example, "Rinky Pinky Ponk, what do you want?" and the student will reply, "I want stones or wood".

Circle Time

Discuss how you can quickly spot the colour or object and ways in which you can reach the object quickly.

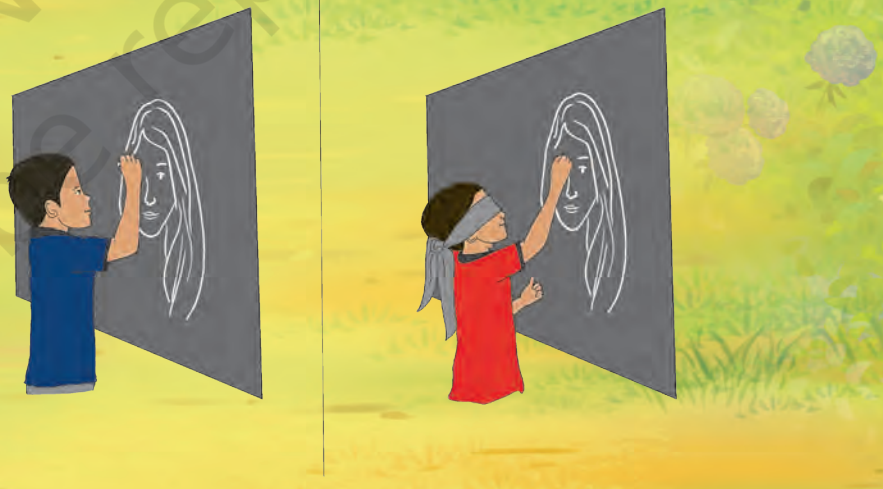
OG 6

Sundarikku Abhushanam Kuthal

This is a blindfold game which is played in the southern parts of India on special occasions.

How to play

- The whole class will be divided into pairs.
- The blackboard or the board will be marked with five blocks.
- One student from each pair will draw a face in the block.
- Another student of the same pair will try to estimate the distance, height and location on the board.
- After one minute when the image is drawn on the board, the student who is observing will be blindfolded.
- After being blindfolded they will be given one minute to reach the board and put a bindi, nose ring or earring at the correct position.
- If placed correctly, the team scores 2 points. One point will be given if placed close enough.
- The team with the maximum number of points in the end will win.



Purpose

Develop a sense of space, balance, teamwork and Indian culture while having fun.

Variations

- Vary the distance between students and the picture.
- Vary the number of turns before moving towards the picture.

Circle Time

Star and Wish

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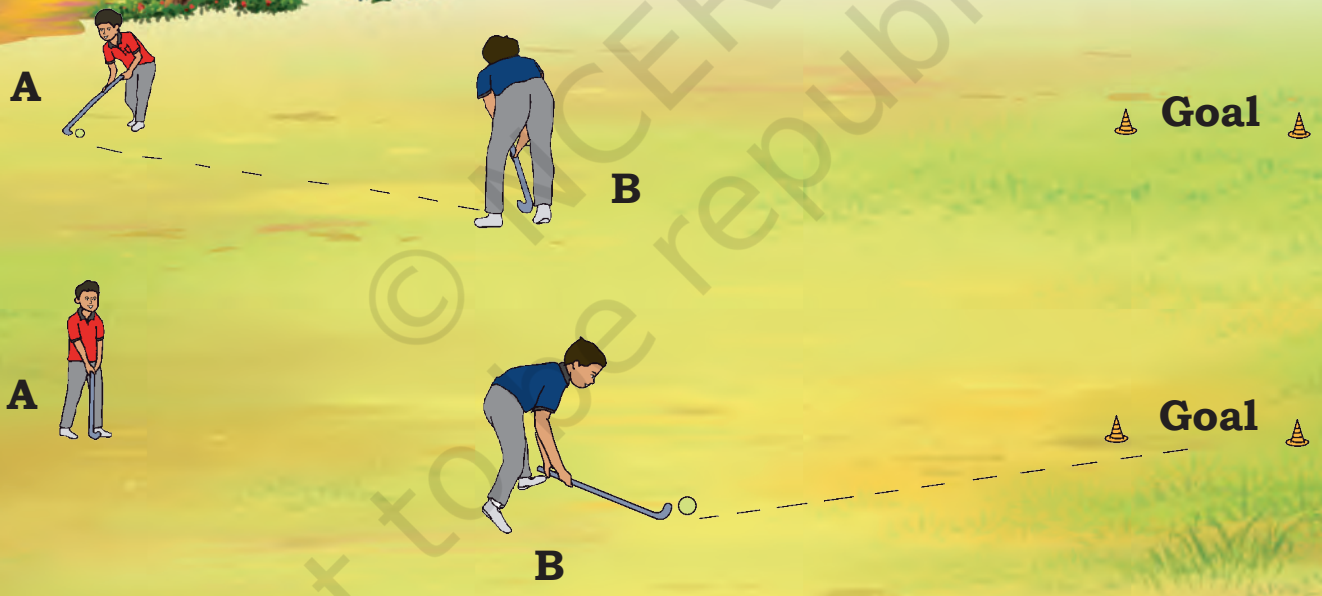
OG 7

Gaind Tora

This game has many versions across India such as *Gir* in northern part of India and *Mukna Kangjei* in northeast India. It's an Indian version of Hockey.

How to play

- Mark the area as given in the figure below at least 10–15 metres apart or according to the number of students and the area of the playground.
- Form two teams and give them a stick which is bent at the end.
- Balls made of cloth will be used for playing.
- The game will start by passing the cloth ball from one end to one of the teammates.
- The aim is to hit the ball through the cones.
- The team with the maximum number of goals in the end will win the game.



Purpose

To develop coupling and sense of space.

Variations

- Vary the size of the field.
- Vary the cotton ball with a light-weight plastic ball.

Circle Time

Discuss how you could accurately receive and hit the ball in the opponent's goal post area. Identify the difference in hitting the balls of different sizes and weights.

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OG 8

Chho Chho

This is a traditional game played by the people of northeast India on the occasion of the Hornbill festival.

How to play

- Ask the students to form a circle.
- The group will choose a leader who will stand in the centre and others will sit around him forming the circle.
- The leader will point upwards and ask, "What is it?".
- The students will say sky while standing up. The student to stand last will be the denner.
- The denner will do a bear walk inside the area and other students will try to dodge him while chanting 'Chho Chho'. They cannot move outside the circle.
- The denner can kick sideways or touch with one hand while keeping three limbs on the ground.
- Whoever gets caught by the bear or denner will become the next denner.
- The student who does not get a chance to become the denner till the last will be the winner.

Purpose

To learn to use limbs together and develop overall strength.

Variations

- Vary the number of students.
- Make a bear team and a running team. Scoring can be done based on how many students are caught within a specific time.

Circle Time

Star and Wish

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OG 9

Puchi Khela

This is a traditional game of Odisha which is played on the occasion of *Kumar Poornima*.

How to play

- Form a circle with students sitting in a squatting position on the ground.
- Puchi khela is a rhythmic game and can be played in sync with a song or rhyme.
- As the song plays the students will start extending their right and left legs according to the song.
- If a student gets tired, they will stop and exit the circle.
- The student who stays till the end will be the winner.

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Purpose

To develop mental toughness and sense of rhythm.

Variations

- Vary the number of students.
- Vary the song's rhythm from slow to fast.

Circle Time

Star and Wish

OG 10

Silent Kabaddi

This fun game is ideal to improve the social skills of the students.

How to play

- Form two teams and make them stand apart with a line in the middle.
- Every student will take turns and go into the area of their opponent similar to Kabaddi.
- The raider will remain silent keeping a straight face.
- The opposing team will try to mimic, say things or sing, to make the raider laugh, smile or change facial expressions.
- The time of each raid will be 30 seconds.
- If the raider laughs, smiles or changes facial expressions, the opponent will get a point and the raider will be out. The raider scores a point by maintainig a straight face till the end.
- The team with the maximum number of points will win.

Purpose

Develop socio-emotional skills of students.

Variations

- Vary the time limit for each raid.

Circle Time

Discuss which comments of your opponent affected you the most and how you refrained from reacting to them.

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OG 11

Dhop Khela

It is a catching game played between two teams and known by different names in different parts of the country.

How to play

- Form two teams and divide the play area into two halves.
- Each team will throw the rubber ball into the area of the opponent team who will try to catch the ball.
- If the opponent team member is unable to catch the ball or it hits below the waist of any student, then that student will come to the throwing side.
- Now the student of the opponent team will throw the ball back and the student who came from the opponent team will try to catch the ball back or disturb the students while catching the ball and run either towards their own teammates or towards half-court.
- The opponent team will try to stop the student before they cross the centre line.
- The objective is to bring all students of the team opponent to their side.
- The team who does it first will win.

Note for the teacher

The teacher should help the students to discuss the strategies of throwing in open space. For example, soft signals, body language, eye gaze, etc.

Purpose

Develop a sense of space, agility and anticipation while catching.

Variations

- Vary the area of the ground.
- Vary the size of the ball.

Circle Time

Discuss how you anticipate where your teammates are going to throw for you to catch and run back to your own side. Discuss ideas for throwing in open spaces.

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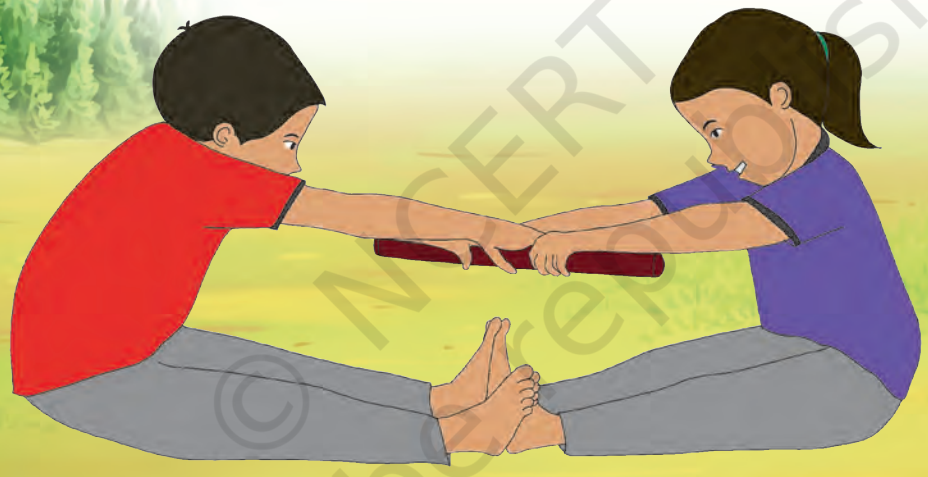
OG 12

Anding Oka

This game is played in different parts of the country and in fairs and festivals.

How to play

- Divide the students in pairs according to body weight and height.
- Ask them to sit face-to-face by touching each other's feet without bending their knees as shown in the figure below.
- The students will hold a stick in such a manner that it is directly above their feet.
- On the blow of the whistle, students will start pulling the stick until a student falls or leaves the stick.



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Note for the teacher

The teacher must ensure that the students do not pull the stick before the whistle and the start is fair.

Purpose

To improve the strength and grip of the students.

Variations

- Vary the stick with a ball to make it difficult to hold.

Circle Time

Discuss what helped you to hold the stick and not give up even when you were tired.

OG 13

Turai Kar

This game is played in the Himalayan Region. Turai Kar means do your best and it encourages love and compassion towards nature.

How to play

- Divide students into two teams — protectors and attackers, with four members each.
- The protector team will try to protect the tree from the attackers.
- The protector team will form a reverse circle by locking their elbows as shown in the figure.
- The attackers will approach the tree and try to touch its trunk.
- The protectors will protect the tree by continuously moving in a circle and taking the side step.
- In this process, if an attacker touches any defender, that attacker is eliminated.
- If attackers succeed in touching the trunk of the tree, the roles are reversed.

Note for the teacher

The teacher should initiate the discussion related to the environment.

Purpose

To develop awareness about the protection of the environment.

Variations

- Teachers can vary the size of the playing area.
- Teachers can divide the team unequally to make it difficult.

Circle Time

Discuss what you can do to protect the environment and think of a similar game.

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Assessment by Parents and Guardians

The purpose of this exercise is to help parents and guardians track their child's growth regarding the social and emotional development through Physical Education, and how these social and emotional qualities are transformed from ground to the daily life of the child. Focusing on individual progress rather than competition. The rubrics are progressive in nature. In case parents are unable to assess, they can give their feedback to teachers who later on fill the assessment sheet.

Instructions

Read the statements and tick the number which is most suitable for your ward.

Enjoyability (Motivation to play) My ward –

1	2	3	4	5
Takes part actively, displaying energy and enjoyment during play.	Shows high energy and motivation to engage in both familiar and new activities.	Takes initiative to start games, encourages peers to join, and enjoys trying different roles.	Demonstrates leadership by guiding others, explaining rules, and ensuring fair play.	Innovates new ways to play, modifies rules to make games more engaging, and encourages teamwork.

Helping Others and Kindness My ward –

1	2	3	4	5
Regularly offers help without being asked.	Engages in helping others with a genuine sense of empathy.	Happily assists others and feels good to be kind.	Shows empathy and takes initiative to support others in need.	Sets a positive example by treating everyone with respect and fairness.

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Feel Safe with Others My ward –

1	2	3	4	5
Feels happy and secure while engaging in social activities with others.	Comfortably shares thoughts in discussions and cooperates with others.	Builds positive relationships, shows empathy, and supports others in social settings.	Takes initiative to include others, ensuring everyone feels valued and accepted.	Demonstrates strong social confidence, fostering a welcoming and inclusive environment for all.

Active Lifestyle My ward –

1	2	3	4	5
Comfortably performs physical activities with coordination and control.	Maintains enthusiasm and actively engages in physical activities.	Performs physical activities with speed, balance, and confidence.	Loves challenges, pushes personal limits, and enjoys movement-based tasks.	Excels in physical challenges, inspires others, and enjoys staying active.

Responsibilities My ward –

1	2	3	4	5
Takes initiative in handling schoolwork and daily duties without frequent reminders.	Takes responsibility for daily personal and shared duties with consistency.	Organises tasks efficiently and completes them on time without reminders.	Balances different duties with ease and takes ownership of tasks.	Takes initiative in supporting others to develop strong habits of discipline and responsibility.

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UNIT 3

Yoga

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Yoga is an ancient Indian science that helps us become strong, flexible, focused, and energetic, filling our minds with joy, peace, and happiness. In this unit we will learn about different aspects of yoga which can be practised every day.
The chapter on Yoga for Daily Life explores various ways to bring yoga in daily life through *Ahara* (food), *Vihara* (daily routine), *Achara* (behaviour), *Vichara* (thoughts), and *Nidra* (sleep). It also has two stories to explain the concepts of *Yama* and *Niyama*.

The chapter *Yoga Sadhana* (yoga practice) provides a few preparatory exercises and explores many new *asanas*. The practice of *pranayama* along with an introduction to *mudras* (hand gestures) is given as well as two *kriyas* (cleansing practices) and two *krida yoga* (yogic games) to make learning more engaging!

The more we practise, the better we become! So, let's roll out our mats, take a deep breath, and enjoy doing yoga every day.

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Chapter 6

Yoga for Daily Life

Ahara, Vihara, Achara, Vichara and *Nidra*

We can make yoga a part of our daily life by focusing on five important aspects. These will help us stay healthy, happy, and strong. They are as follows:

Ahara	What we eat, how we eat and how much we eat
Vihara	How we spend our day
Achara	How we behave with others
Vichara	What we think
Nidra	How we rest and sleep

Let us understand more about each of these aspects.

Ahara—Eating healthy

Food gives us the energy to play, study, and grow strong. Eating fresh fruits, vegetables, nuts, millets, milk and other home-cooked food keeps us healthy. Eating at the right time and in the right way is also important.

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A few good eating habits are given below to practice daily:

- Eat fresh and healthy food.
- Pray before eating.
- Chew your food well.
- Eat together with family.
- Avoid junk and packaged food.
- Eat with awareness—avoid distractions like TV or gadgets.
- Never waste food.

Think and Answer

1. What is your favourite food? How often do you eat your favourite food?
2. What is a healthy meal according to you?

Vihara—Daily routine

Yoga helps us to develop a healthy daily routine. Here are a few good habits to follow:

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- Wake up early in the morning.
- Brush your teeth and take a bath every day.
- Practise *asana* and *pranayama*.
- Play games instead of spending time with gadgets.
- Spend your free time in creative activities like drawing, singing, storytelling, etc.
- Help your family in doing small tasks.

Think and Answer

1. How do you spend your time after school?
2. Which creative activities do you enjoy during your free time?

Achara—Behaviour

Being kind, honest, and helpful makes us respectful human beings.

A few habits to cultivate positive behaviour:

- Speak politely with respect.
- Help others.
- Take care of plants and animals.
- Share things with friends and family.
- Say 'thank you', 'sorry' and 'please' when needed.

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Think and Answer

1. How do you help your family members at home?
2. How do you take care of animals and plants around you?
3. How often do you share things like toys, books, etc., with your friends?

Vichara—Thoughts

Our thoughts make us who we are!

A few practices to cultivate positive thoughts:

- Think positive about yourself and others.
- Spend time with elders and family members.
- Read inspiring books regularly.
- Be in nature for a while.
- Listen to soothing music.

Think and Answer

1. Who is your role model and why?
2. Which is your favourite book? Why?

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Nidra—Sleep

A sound sleep helps our body and mind to rest and relax.

A few ideal sleeping habits:

- Sleep early and wake up early.
- Read a book or listen to a story before sleeping.
- Pray before sleeping.
- Sleep in comfortable clothes.
- Avoid using gadgets at least an hour before bedtime.

Think and Answer

1. What time do you sleep and wake up every day?
2. What do you do before going to bed?

Let us learn a *shloka*

"युक्ताहारविहारस्य युक्तचेष्टस्य कर्मसु।
युक्तस्वप्नावबोधस्य योगो भवति दुःखहा॥" (भगवद्गीता 6.17)

yuktahara-viharasya yukta-cheshtasya karmasu I
yukta-svapnavabodhasya yogo bhavati duhkha-ha II

Bhagavad Gita chapter 6, verse 17

Meaning: For the one who eats and relaxes in a balanced way, who performs actions with moderation, and who sleeps and wakes up properly, Yoga destroys all sorrow.

Note for the teacher

Encourage children to talk about their eating habits, daily activities, hobbies and sleep schedule.

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Ashtanga Yoga

The following picture summarises the key aspects of *Ashtanga Yoga*.

1. **Yama**
(Social Disciplines)

2. **Niyama**
(Personal Disciplines)

3. **Asana**
(Postures)

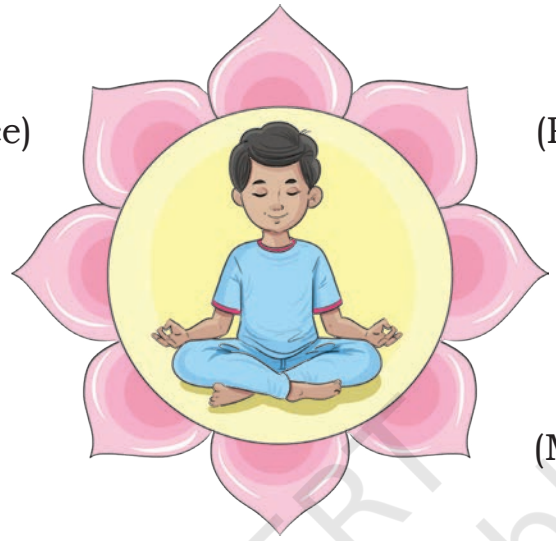
4. **Pranayama**
(Mastery Over Prana)

5. **Pratyahara**
(Mastery Over Senses)

6. **Dharana**
(One Pointed Awareness)

7. **Dhyana**
(Contemplation)

8. **Samadhi**
(Blissful Experience)



Ashtanga Yoga means the 'eight limbs of yoga'. *Maharishi Patanjali*, who lived in Bharat about two thousand years ago, gifted us with this complete system.

Now, let us chant the given shloka

योगेन चित्तस्य पदेन वाचां ।
मलं शरीरस्य च वैद्यकेन ॥
योऽपाकरोत्तमं प्रवरं मुनीनां ।
पतञ्जलिं प्राञ्जलिरानतोऽस्मि ॥

Yogena cittasya, padena vacaṃ,
malam sarirasya ca vaidyakena ।
Yo'pakarot tam pravaram muninam
patanjalim pranjalir anato'smi ॥

– *Patanjalicharita*

Meaning: I bow to the great sage *Patanjali*, who purified the mind through Yoga, speech through grammar, and body through *Ayurveda*.

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Let us learn about each limb in detail.

Yama

Yama is the first limb of *Ashtanga Yoga*. It is a set of five principles that guide us in our social interactions with our parents, siblings, friends, teachers, schoolmates, and others.

Yama guides us in making the right choices to live happily with others. The five *Yamas* are:

1. ***Ahimsa*** – Love all living beings and pray for their well-being.
2. ***Satya*** – Be truthful and honest.
3. ***Asteya*** – Share whatever you have and avoid taking things from others which do not belong to you.
4. ***Brahmacharya*** – Keep your mind, body, and thoughts focused on positive things and live with discipline.
5. ***Aparigraha*** – Avoid having more things than necessary.

In this class, we shall understand what *Satya* is.

Satya

Satya means being truthful in one's thought, speech and action. Let us explore more about *Satya* in the following story:

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The Woodcutter and the Axe

Once, a hardworking and truthful woodcutter lived in a village. Every day, he would go to the nearby forest to gather wood, which he sold at the market to support his family. He led a simple life and found joy in his work.

One day, while chopping wood by the river, his axe slipped from his hand and fell into the water. Helpless, he sincerely prayed to the Goddess. Moved by his humility, the Goddess appeared and listened to his prayer.

She dived into the river and came up with a golden axe. “Is this your axe?” she asked.

The woodcutter replied, “No”.

She then brought out a silver axe and asked the same question.

Again, the woodcutter said, “No”.

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Finally, the Goddess emerged with an iron axe. This time, the woodcutter smiled and said, "Yes, this is mine".

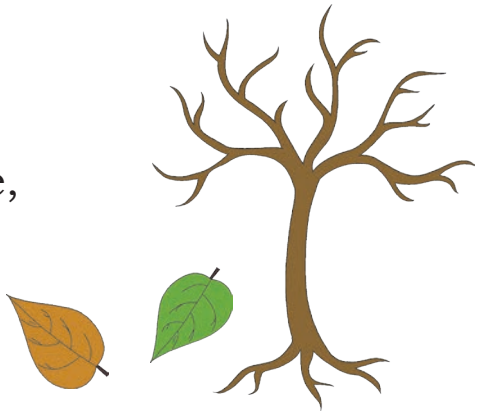
Pleased by his honesty, the Goddess rewarded him with all three axes.

Think and Answer

1. Why do you think the woodcutter chose to tell the truth instead of keeping the golden or silver axe? What you would have done if you were in his place?
2. Can you share a situation where you were honest?

Activity: Draw a tree with only branches in your notebook, similar to the one shown below. Every time you speak the truth during the day, draw a leaf on the branches and colour it green. For every lie you tell, draw a leaf and colour it brown. Practise this for a week. Count the number of green and brown leaves at the end of the week. Discuss the activity in class.

1. Which colour dominates your tree—green or brown?
2. What situations made you lie, and why?
3. What did you learn from this activity?



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Niyama

Niyama is the second limb of *Ashtanga Yoga*. It is a set of five practices for self-discipline and individual growth.

The five *Niyamas* are:

1. ***Saucha***: Purity or cleanliness of both body and mind.
2. ***Santosha***: Satisfaction or contentment. Find satisfaction and happiness in whatever you have.
3. ***Tapas***: Self-discipline and dedication.
4. ***Swadhyaya***: Study daily and read inspiring books.
5. ***Ishvarapranidhana***: Dedicate your deeds to God.

In this class we will focus on *Santosha*.

Santosha

Santosha means contentment or satisfaction. It is about appreciating and valuing what we have instead of wanting more.

Let us understand the meaning of *Santosha* with the help of the following story:

In Search of Happiness

Once, a woodcutter earned his living by chopping wood in the forest and selling it at the market.

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One day, he saw a rich man surrounded by many servants, enjoying delicious food. The woodcutter thought, “If I were rich, I would be truly happy.”

The next day, the woodcutter met a wise yogi in the forest and served him food and water. Pleased by his good deed, the yogi offered to grant a wish. The woodcutter wished to be rich. Though the yogi warned him to think carefully, he insisted. So, the yogi made him rich.

Once, the rich man met the king and wondered if he, too, could become powerful like the king. He returned to the yogi, requesting to become a king. The yogi agreed, and the woodcutter became a king.

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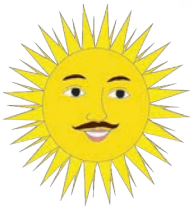
One day, as the king walked outside, the sun was so hot that he could not bear it. Unable to bear the sun's heat, the king wished to be the sun, thinking he would be more robust. The yogi fulfilled his wish.



He became the sun and was happy—until the clouds covered him one day. Now, he thought the clouds were stronger and wished to become a cloud.

As the cloud poured rain, he noticed a strong tree standing tall. The rain and wind could not move the tree. He wished to become the tree. So, the yogi made him a tree. The tree felt proud, thinking it was the strongest—until a woodcutter came to chop it down.

The tree realized it would rather be the woodcutter again. The yogi finally gave the woodcutter his original form and said, "We try to find happiness in people and things around us. Everyone has their strengths, abilities, and unique

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nature. Be content with yourself and what you have, rather than always wishing for something else."

Think and Answer

1. Why do you think the woodcutter was never satisfied with what he had?
2. What did you learn from the story?

Activity: Discuss in class what you desire to have, such as a toy, a bicycle, a dress, going out for a trip, or eating something special.

Now, on a sheet of paper, write or draw five things you already have that make you happy. You can share what you have written and discuss in small groups using the questions given below:

1. What makes you really happy?
2. Does wanting more stop you from enjoying what you already have?
3. Do you always try to fulfil your desires, or do you enjoy what you already have?

Note for the teacher

Talk to children about what makes them happiness. Motivate the students to live in a simple way.

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Chapter 7

Yoga Sadhana

Introduction

In Grade 3, we learnt *asanas* resembling a tree, snake, butterfly, mountain, and crocodile. Let us explore more postures that help us balance our body and mind.

Preparatory Practices

Have you seen singers preparing themselves before singing a song?

Similarly, preparatory exercises help loosen our joints and prepare our bodies making it easier and safer to perform yoga poses or *asanas*.

Here are a few preparatory practices

Have you ever tried to walk like a camel or only on your toes or like a crab?

Note: These preparatory practices are designed only to enhance students' flexibility and strength for improved performance during yoga asana classes. They are not a part of traditional yoga practices.

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Follow the instructions given below –

1. Camel Walk

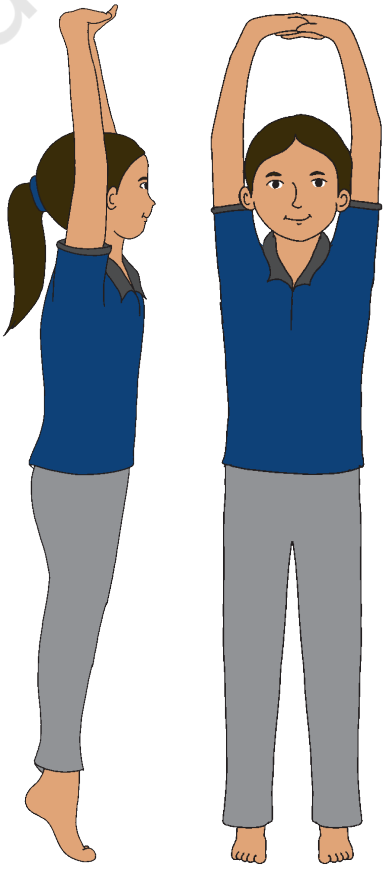
Steps

Step 1: Stand on four limbs with your hips raised, forming an inverted V posture.

Step 2: Now, start walking like a camel. First, move your right hand and left leg forward together, then move your left hand and right leg forward. Keep your knees straight and avoid bending them. Continue walking this way for a few minutes.

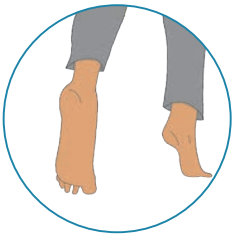
2. Toe Walk

Steps



Step 1: Stand with your legs together, interlock your fingers with palms facing out, and raise your hands above your head.

Step 2: Now, start walking on your toes, moving forward and backwards.



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3. Crab Walk

Steps

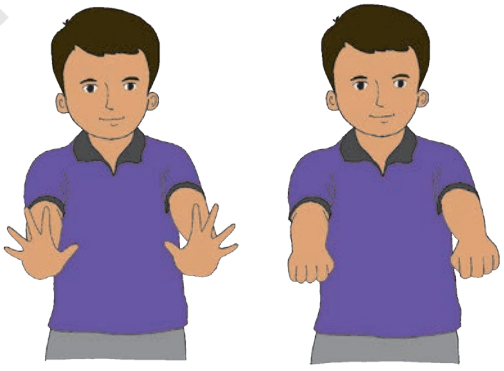
Step 1: Sit on your buttocks with your hands placed behind, palms flat on the floor, and knees bent. Keep your feet flat on the ground and with a small gap between them.

Step 2: Lift your buttocks, while keeping your hands and feet on the ground.

Step 3: Now, slowly start walking backwards or forwards using your hands and feet. Begin with small steps and maintain your balance.

4. *Anguli Shakti Vikaasaka* (Strengthening the Fingers)

Steps



Step 1: Stand with a little gap between your legs.

Step 2: Stretch your arms forward. While inhaling, spread the fingers wide. While exhaling, compress your fingers.

5. *Manibandh Shakti Vikaasaka* (Strengthening the Wrist Joints)

Steps

Step 1: Stand with a little gap between your legs.

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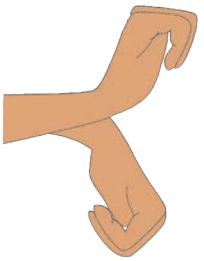
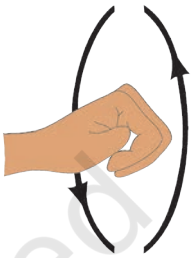
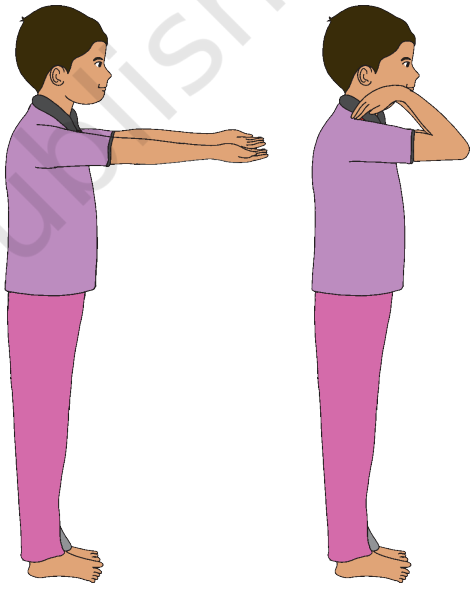


Step 2: Stretch both arms forward, parallel to the ground. Make fists and move your wrists up as you inhale and down as you exhale. Repeat this for five times.



Step 3: Now, rotate your wrists clockwise five times and then anticlockwise five times each.

6. *Kaponi Shakti Vikaasaka* (Strengthening the Elbow Joints)



Steps

Step 1: Stand with a little gap between your legs.

Step 2: Raise both arms parallel to the ground with your palms facing the ceiling.

Step 3: While inhaling, bend your elbows and while exhaling, stretch your arms forward.

7. *Bhuja Bandha Shakti Vikaasaka* (Strengthening the Shoulder Joints)

Steps

Step 1: Stand with a little gap between your legs.

Step 2: Form a cup shape with your palms and place them on your shoulders.

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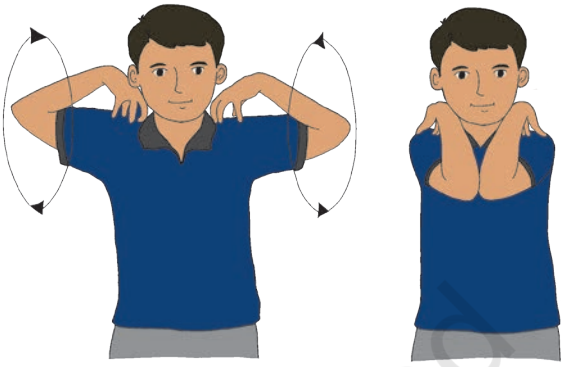
Step 3: Start rotating your shoulders clockwise for five times. While rotating, bring both the elbows together. Breathe normally.



Step 4: Repeat the same movement in an anticlockwise direction five times.

Note for the teacher

Shoulder rotations can also be performed without placing the palms on the shoulders; this is known as free shoulder rotation.

8. Hands Stretch Practices

These stretching practices are intended to coordinate breathing with movements.

Steps

A hand stretch is performed in three ways: **horizontal**, **oblique**, and **vertical**.

Step 1: Stand straight with a little gap between your legs.

Bring the hands in front of your chest and interlock your fingers palm facing inwards.

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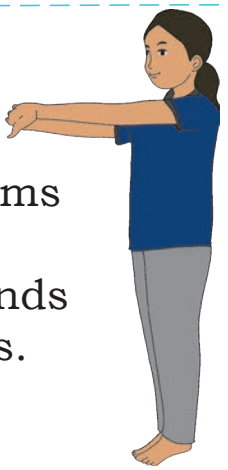
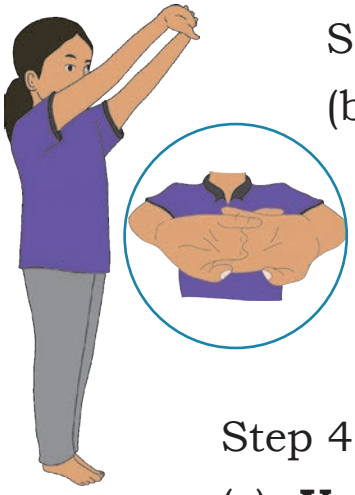


Step 2

(a) **Horizontal Stretch** – Inhale and stretch your arms horizontally with your palms facing outward (as shown in the picture). Exhale and bring your hands back in front of your chest. Repeat this five times.



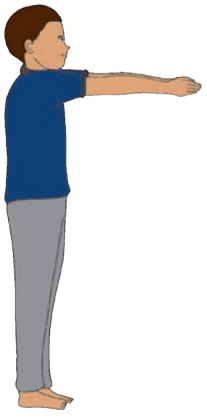
Step 3

(b) **Oblique Stretch** – Inhale and stretch your arms diagonally (obliquely), as shown in the picture. Exhale and bring your hands back in front of your chest. Repeat this five times.

Step 4

(c) **Vertical Stretch** – Inhale and stretch your arms vertically above your head with your palms facing the ceiling. Exhale and bring your hands back in front of your chest. Repeat this five times.

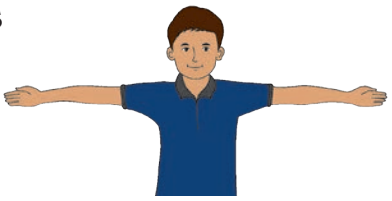
9. Hands in-and-out breathing



Steps

Step 1: Stand straight with a little gap between your legs. Stretch your arms forward, keeping them parallel to the ground, with your palms together.

Step 2: Inhale and spread your arms horizontally as shown in picture. Exhale, bring your arms forward. Repeat this five times.



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We are now ready to begin our asana practices!

Asana

Asana is the third limb of *Ashtanga Yoga*. It refers to different body postures practised to keep the body strong, flexible and healthy. The practice of *asana* needs two qualities:

1. stability – holding in final pose.
2. comfort – do as much as your body allows.

Types of various *Asanas*

Standing *asanas*	**Twisting *asana***
Ardha Chakarsana	*Vakrasana*
Pada Hastasana	**Supine *asanas***
Balancing *asana*	*Setubandhasana*
Trikonasana	*Uttana Padasana*
Sitting *asanas*	**Prone *asanas***
Shashankasana	*Salabhasana*
Ushtrasana	*Dhanurasana*

Common guidelines while practicing *asana*, *pranayama*, *kriya* and other practical aspects:

1. Always practice on an empty stomach.
2. Practice on yoga mat or on clean, non-slippery surface.
3. Perform *asanas* slowly to avoid injuries.
4. Perform complementary *asanas* after the practice of given *asana*.
5. If you feel uncomfortable or unwell, inform your teacher immediately.
6. Children with specific medical conditions such as epilepsy, asthma, bronchitis, etc., should inform the teacher before yoga practice.

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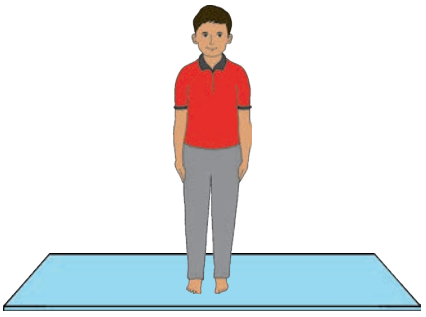
1. *Ardha Chakrasana*

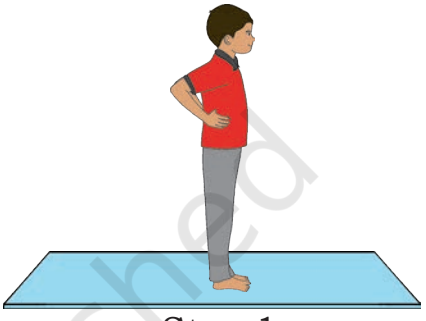
'Ardha' means half and *'chakra'* means wheel. In the final posture, the body resembles a halfwheel.



Sthiti

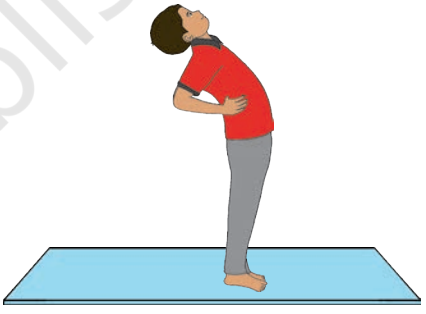
Sthiti: Stand with feet slightly apart.

Step 1: Place your hands on your lower back, fingers pointing forward, elbows parallel to each other.



Step 1

Step 2: Inhale, bend backwards from the waist, supporting your back with palms. Hold the posture and breathe normally.

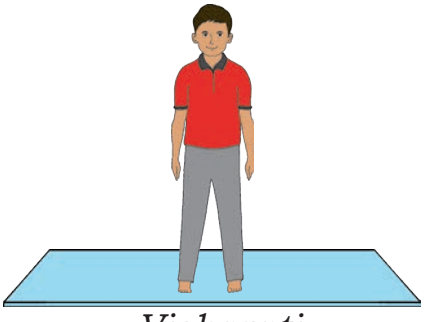


Step 2

Step 3: Slowly straighten the back and release the hands.

Step 3

Vishranti: Exhale and relax keeping the legs apart and hands by the side of the body.



Vishranti

Note for the teacher

It is important to keep the knees straight and elbows parallel to each other while bending back. Push the abdomen forward and bend back from the waist.

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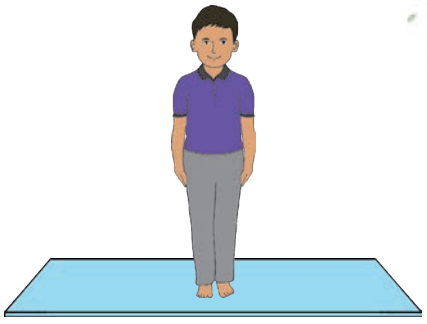
2. *Padahastasana*

'Pada' means foot and *'Hasta'* means hand. It is a hands to feet pose, where the body bends forward.



Sthiti

Sthiti: Stand with feet slightly apart.

Step 1: Inhale and stretch the arms above the head.

Step 1

Step 2: Exhale, bend forward with straight knees, keeping the trunk parallel to the floor.

Step 2

Step 3: Bend further, place palms beside feet, and try to touch the forehead to the knees. Hold the posture.

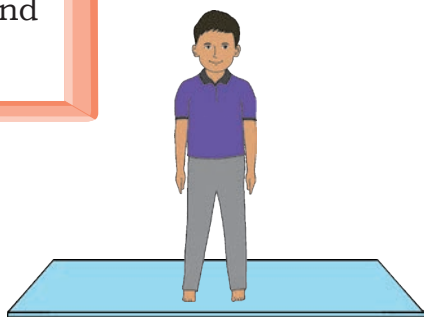
Step 4: Inhale, raise hands and head, and straighten the back.

Step 3

***Vishranti*:** Relax keeping the legs apart and hands by the side of the body.

Note for the teacher

It is important to keep the knees straight and back straight.



Vishranti

Step 4

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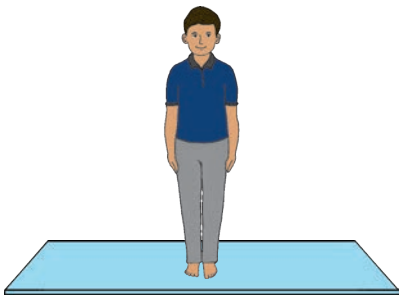
3. *Trikonasana*

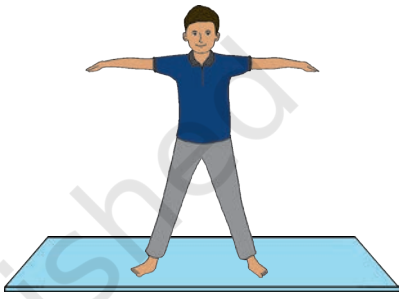
'*Tri*' means three, '*Kona*' means angle or corner. In the final posture of *Trikonasana*, three angles (triangles) are formed by the body.



Sthiti

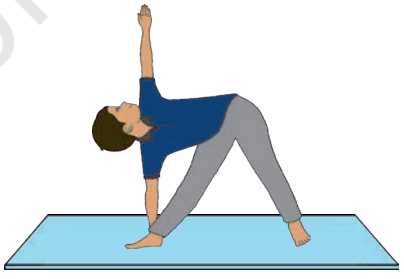
Sthiti: Stand with feet slightly apart.

Step 1: Inhale, spread legs 2 to 3 feet apart, stretch arms sideways, palms facing down.



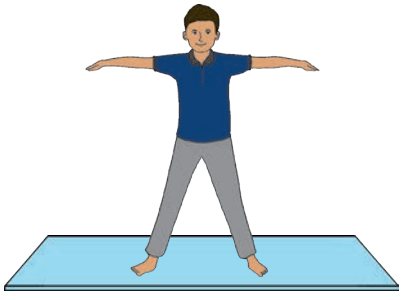
Step 1

Step 2: Exhale, bend to the right, touch the right foot with the right hand, and extend the left arm up. Look at the left hand. Hold the posture.



Step 2

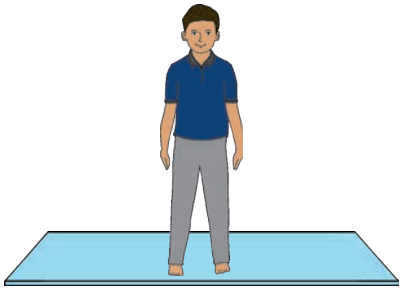
Step 3: Inhale, bring hands parallel to the ground.



Step 3

Vishranti: Bring the feet closer, lower the arms and relax.

Repeat the same on the left side.



Vishranti

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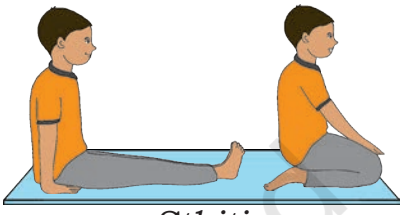
4. *Shashankasana*

'*Shashanka*' means rabbit or crescent moon. The final posture of this *asana* resembles a rabbit's round spine or the shape of a crescent moon.



Sthiti

Sthiti: Sit in ***Dandasana***, then come to ***Vajrasana***.

Step 1: Inhale, raise both arms above the head.

Step 1

Step 2: Exhale, bend forward, placing forehead and palms on the ground. Keep heels touching buttocks and chest resting on thighs. Hold for a few seconds.

Step 2

Step 3: Inhale, slowly come up, release hands, and sit back.

Step 3

Vishranti: Stretch legs forward and relax in *Shithila Dandasana*.

Vishranti

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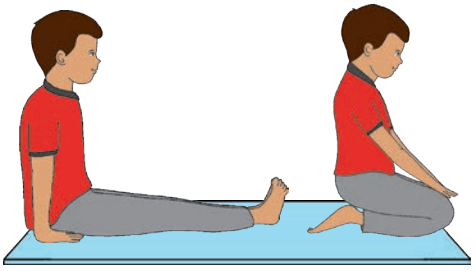
5. *Ushtrasana*

'*Ushtra*' means camel. The final posture resembles the back of the camel.



Sthiti

Sthiti: Sit in ***Dandasana***, then come to ***Vajrasana***.

Step 1: Kneel, place hands on hips, inhale, and bend backwards ***(Ardha Ushtrasana)***. Hold for a few seconds with normal breathing.

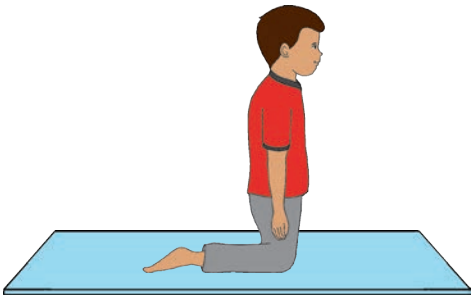
Step 1- *Ardha Ushtrasana*

If possible, the student can perform ***Poorna Ushtrasana*** as given in the following steps:

Step 2: Inhale, place hands on heels, push hips forward with thighs vertical to the floor. Hold the posture with normal breathing.

Step 2 - *Poorna Ushtrasana*

Step 3: Inhale, release hands, straighten back, and return to *Vajrasana*.



Step 3

Vishranti: Stretch legs forward and relax in *Shithila Dandasana*.

Vishranti

Note for the teacher

Poorna Ushtrasana is performed only if the child is flexible enough.

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6. *Vakrasana*

'*Vakra*' means twist. The upper body is twisted to one side in the final posture.

Sthiti

Sthiti: Sit in ***Dandasana***.

Step 1: Inhale, fold the right leg, placing the foot beside the left knee.

Step 1

Step 2: Exhale, twist right, hold the right foot with the left hand, and place the right hand behind. Hold the posture.

Step 2

Step 3: Inhale, release hands, and turn forward.

Vishranti: Stretch legs forward and relax in *Shithila Dandasana*.

Step 3

Repeat the same on the left side.

Vishranti

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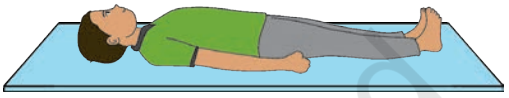
7. *Setubandhasana*

'Setu Bandha' means formation of a bridge. The final posture resembles a bridge as the spine forms a bridge-like curve.

Sthiti: Lie on your back.



Sthiti

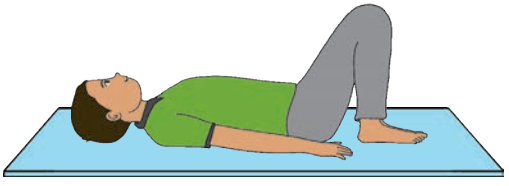
Step 1: Bend the knees, bring heels close to the hips, and hold ankles with the hands.

Step 1

Step 2: Inhale, lift the hips up, keeping thighs parallel to the ground. The chin should touch the chest.Hold the final posture for a few seconds with normal breathing.

Step 2

Step 3: Exhale, lower the hips, release the hands and legs.



Step 3

Vishranti: Relax in *Savasana*.

Note for the teacher

It is important that the chin touches the chest in the final posture.

Vishranti

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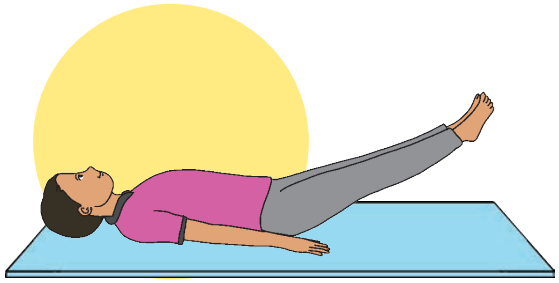
8. *Uttanapadasana*



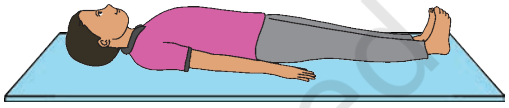
'*Uttana*' means raised and '*pada*' means legs. In the final posture, the person lies on the back and the legs are raised about 1.5 to 2 feet height from the floor. Hence, it is named as *Uttanpadasana*.

Sthiti: Lie on your back.

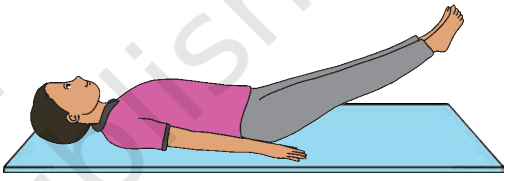
Step 1: Inhale and slowly lift the legs straight up to about 1.5 to 2 feet above the ground, keeping the knees straight. Hold the final posture for a few seconds with normal breathing.

Step 2: Exhale and slowly lower your legs back to the mat.

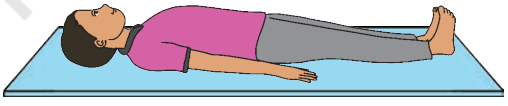
Vishranti: Relax in *Savasana*.



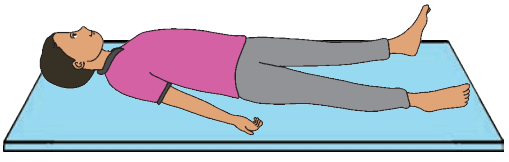
Sthiti



Step 1



Step 2



Vishranti

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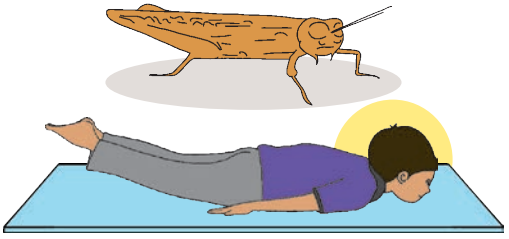
Note for the teacher

The legs can be raised up to 30 to 60 degrees. Ensure students keep their knees straight throughout the practice. Encourage them to breathe normally and hold the final pose comfortably. Lower the legs slowly on the ground without bending the knees.

9. *Shalabhasana*



The word '*Shalabha*' means locust. The final posture resembles a locust.

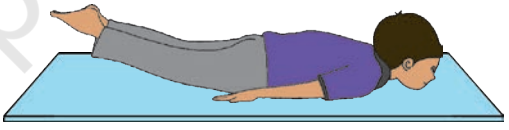
Sthiti: Lie on the abdomen with legs together and hands by the side.

Sthiti

Step 1: Place hands below the thighs, palms facing downwards, with chin resting on the ground.

Step 1

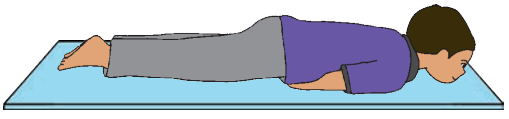
Step 2: Inhale and raise both legs, keeping the knees straight. Hold the posture for a few seconds with normal breathing.



Step 2

Step 3: Exhale slowly, bring the legs down and release the hands.

Vishranti: Relax in *Makarasana.*

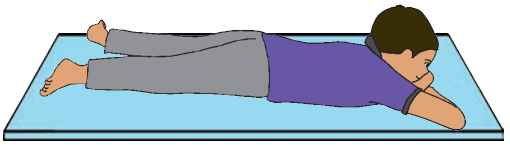


Step 3

Note for the teacher

Ensure the students keep their knees straight and their chin resting gently on the ground during the final posture.

Complementary posture: Practice *Shashankasana.*



Vishranti

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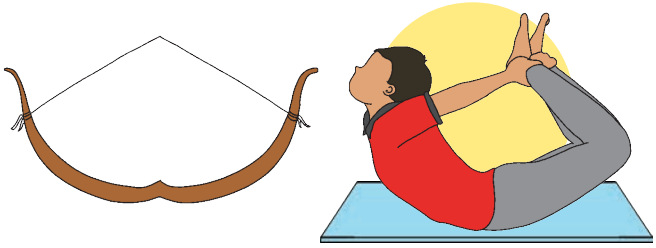
10. *Saral Dhanurasana*



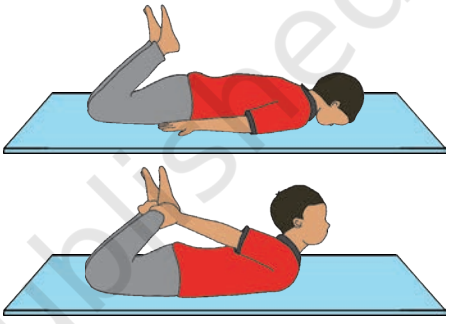
'*Dhanu*' means bow. In the final posture, the body forms a shape resembling a bow, with the back arched.

Sthiti: Lie on the abdomen with legs together and hands by the sides.

Sthiti

Step 1: Bend your knees, bringing heels close to the buttocks. Hold the ankles.

Step 2: Inhale, lift the chest and pull the legs upward. Look forward and breathe normally.



Step 1

Step 3: Exhale, lower the legs and chest, release the hands, and straighten the legs.

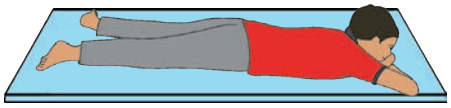
Vishranti: Relax in *Makarasana*.

Step 2

Note for the teacher

Complementary posture: Practice *Shashankasana*.

Step 3



Vishranti

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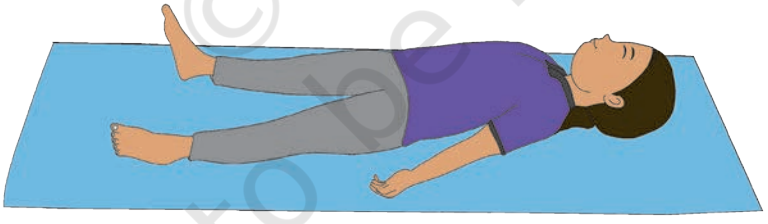
Relaxation Technique

Why do we sleep at night?

From the time we wake up in the morning, we do many activities like brushing our teeth, taking a bath, praying, doing asanas, eating, going to school, playing, reading books, and watching TV. These activities use energy and can make us tired. That is why we sleep at night to rest and get ready for the next day. In the same way, after doing asanas, our body and mind also need to relax. Let us now learn *Shavasana*, a practice that helps us to experience relaxation.

Shavasana

Shavasana is typically practised at the end of an *asana* session as a relaxation technique. However, it can be performed whenever relaxation is desired.



Steps to perform *Shavasana*

Step 1: Lie down in a supine posture on the mat, with the legs and hands apart. Keep your eyes closed and palms facing upwards.

Step 2: Completely relax the entire body. Take slow

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and deep breaths. Focus on the breath and the movement of the abdomen. As you inhale, the abdomen rises, and as you exhale, it sinks. Stay in this posture for 5 minutes.

Step 3: Slowly turn to the right side and gently sit up.

Shavasana helps to relieve all physical tiredness and calms the mind.

Note for the teacher

Ask the children to avoid making unnecessary body movements during practice of *shavasana*. Encourage them to remain as still as possible and stay awake, as this is meant only for relaxation.

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Pranayama

1. Deep breathing

Method

Step 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed. Adopt *Chin Mudra*.

Step 2: Inhale and exhale slowly through the nose.

Step 3: Observe the movement of your chest and abdomen as you inhale and exhale.

Step 4: Practise this for five rounds.

2. *Om* chanting

Method

Step 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed. Adopt *Chin Mudra*.

Step 2: Inhale deeply and then chant the syllable "AAAAAAAA" while exhaling slowly.

Step 3: Inhale again and while exhaling, chant "UUUUUUUUU" slowly.

Step 4: Inhale again and during exhalation chant "MMMMMMMMM" slowly.

Step 5: Finally, inhale, and while exhaling slowly chant "*AUM*" in a single breath. Observe the sensations in your body.

Step 6: Practise this for five rounds.

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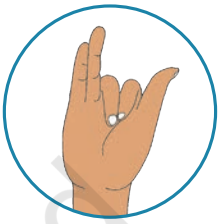
3. *Anuloma Viloma Pranayama*

Method

Step 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.

Step 2: Use your right hand to form *Nasika Mudra*, as shown in the picture, while keeping your left hand on your left thigh in *Chin Mudra*.



Step 3: Gently close your right nostril with your right thumb and inhale slowly through your left nostril.

Step 4: Close your left nostril using your ring and little finger, then exhale through your right nostril.

Step 5: Now, inhale through your right nostril, then close it and exhale through your left nostril.

This completes one round. Repeat the process for five rounds.

4. *Brahmari Pranayama*

Method

Step 1: Sit in *Sukhasana* or *Padmasana* with the head upright, back straight and eyes closed.

Step 2: Gently close the ears by pressing the tragus with the index fingers.

Step 3: Inhale deeply through the nose.

Step 4: Exhale slowly while making the sound of a humming bee (MMMM). Feel the vibrations in your head area.

Step 5: Repeat this for five rounds.

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Hasta Mudras

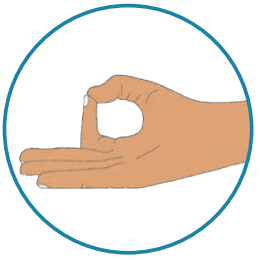
In *Pranayama* practices we used *Chin Mudra* and *Nasika Mudra, they are called Hasta Mudras.*

Hasta Mudras are unique ways of positioning the hands and fingers during *Pranayama* or *Dhyana*. You may have seen pictures of Gods, Yogis or Maharishis with their hands in certain positions. These hand positions are called *Hasta Mudras.*

In the picture, hands are held in ***Namaskara Mudra***.

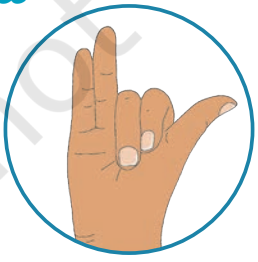
The hand gestures focus on different combinations of the thumb and fingers.

Example: In *chin mudra*, the tip of the index finger gently touches the tip of the thumb. *Chin mudra* is often used during meditation to help calm the mind and improve concentration. Each *Mudra* has its unique benefits.



Identify the following *Mudras*

Kriya



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Taking a shower, trimming nails regularly, washing hands, and brushing teeth are a few activities that help cleanse our external body. Yoga has special techniques to clean the body from within. They are called *Kriyas*.

In this class, we shall learn two techniques called ***Karnarandra Dhauti*** and ***Kapalarandra Dhauti***.

1. ***Karnarandra Dhauti*****:** '*Karna*' refers to ears, '*Randra*' means hole. It's cleaning (*Dhauti*) the ear canals.

Method

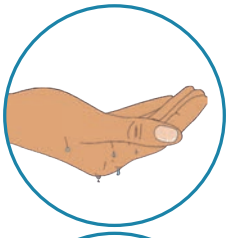
Step 1: Use an index or ring finger with neatly trimmed nails.

Step 2: Wet the finger and gently insert it into the ear canal moving it in a circular motion. Clean out any dirt or wax from inside.

Practice this daily to maintain ear hygiene and improve hearing ability.

2. ***Kapalarandra Dhauti*****:** '*Kapalarandra*' refers to an upper hallowed region of the head. This practice helps to remove tiredness and makes us active.

Steps



Step 1: Use your right hand and make a cup shape with the palm. Fill some water into it.

Step 2: Bend forward slightly and gently pat the middle portion of your head three to four times with your wet palm, ensuring the hair is also moistened.

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This practice is performed daily while bathing in the morning.

Note for the teacher

Demonstrate the *Kriyas* in class to provide a clear understanding of the techniques. Encourage the children to practice these at home regularly.

Krida Yoga

'*Dharana*' is the sixth limb of *Ashtanga Yoga*. It means focusing the mind on one thing. The following games help reduce distractions and develop the practice of *Dharana*.

Purpose: These games are designed to enhance attention and concentration.

1. *Lakshyam*

How to play

- Pair up the students.
- One student holds an A4 paper at chin level with a dot marked on it.
- The other student stands 5 feet away and focus only at the dot.
- The student holding the paper makes funny faces to try and distract the other's attention.

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- The second student tries to maintain focus on the dot without laughing at the distractions.
- After one minute, the students switch roles.
- The student from that particular pair who maintains focus for the longest time is the winner.
- Another pair of students continues the game till the winner is not determined.

2. *Kanduka Tadanam (bouncing or striking a ball)*

Materials Required: A basketball and chalk

How to Play

- Form teams of five members each.
- Draw a circle 5 times the size of a basketball.
- Each student takes turns pitching the basketball inside the circle for 1 minute.
- If the ball bounces out of the circle, the student is out.
- The student who keeps the ball inside the circle the longest wins.

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Assessment

In general, the following criteria can be used to assess practice of *Ashtanga Yoga* in schools:

1. *Yama* and *Niyama* – Self-reflections, behavioural changes.
2. *Asana* – Balance, strength, endurance, flexibility.
3. *Pranayama* – Pulmonary functions like inhalation and exhalation time, breath holding capacity, etc.
4. *Pratyahara* – Emotional and social awareness.
5. Relaxation techniques, Meditation – Stress and anxiety levels.

Yoga for Daily Life

The assessment can be done based on teachers observation, parents feedback, and also students self-reflection.

Ahara—Eating habits

The teacher can assign a task where each student records their meals—breakfast, lunch, and dinner—for a week. They should also note whether they ate with or without distractions and whether any food was wasted. Based on these entries, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Eats fresh and healthy food	Daily	4 to 5 times a week	2 to 3 times a week	Very rarely
Avoids junk food	Never	Occasionally	Very often	Frequently
Eats with awareness	No distractions	Few distractions	Often distracted	Always distracted
Avoids food wastage	Never wastes	Rarely wastes	Sometimes wastes	Frequently wastes

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Vihara—Daily routine

The teacher can assign a task where each student records their wake-up time, daily practice of *asana* and *pranayama*, playing outside, helping others, etc., for a week. Based on these entries, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Wakes up early	Daily	4 to 5 times a week	2 to 3 times a week	Sleeps late
Practices *asana* and *pranayama*	Daily	4 to 5 times a week	2 to 3 times a week	Never
Plays outside	Daily	4 to 5 times a week	2 to 3 times a week	Never
Helps at home	Daily	Often	Sometimes	Never

Achara—Behaviour

The teacher can assign a task where each student observes and records their actions—using polite words, helping others, sharing with friends, watering plants and feeding animals—for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Speaks politely	Always	Often polite	Sometimes	Never
Helps others	Always	Often helps	Sometimes	Never
Shares with friends	Always	Often shares	Sometimes	Never
Waters the plants	Always	Often waters the plants	Sometimes	Never
Feeds animals	Always	Often feeds animals	Sometimes	Never

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Vichara—Thoughts

The teacher can assign a task where each student records aspects such as the type of thoughts they have, the books they read, the time spent with family, engaging in gardening or going for a walk in the park for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Thinks positively	Always	Often	Occasionally	Often negative
Spends time with family	Daily	Often	Occasionally	Rarely
Read good books	Daily	Often	Occasionally	Rarely
Engages in gardening, or goes for a walk in the park	Daily	Often	Occasionally	Rarely

Nidra—Sleep

The teacher can assign a task where each student tracks their bedtime, whether they read a book or listen to a story before sleeping, and their gadget usage before bed for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Sleeps early	Always	Often	Sometimes	Sleeps late
Listens to story, read book before bed	Always	Often	Sometimes	Never
Reads good books	Always	Often	Sometimes	Never
Avoids gadgets before bed	Daily	Often	Occasionally	Rarely

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Ashtanga Yoga

Yama – *Satya* and *Niyama* - *Santosha*

Story completion

The teacher can divide the students in groups. Each group is given an incomplete story and is asked to complete the story after discussing in the group and share their views with the class.

Example:

(a) "A child finds a lost wallet in the playground".

(b) "Sharath always demands for new toys instead of playing with what he has".

Criteria	Excellent	Good	Scope for improvement
Does the student understand the values of truthfulness and contentment?	Clear understanding	Not very clear	Needs some guidance
Is the story well-structured?	Creative and meaningful	Meaningful but lacks creativity	Unstructured
Did the student participate in the group discussion and contributed by giving ideas?	Active participation	Partial engagement	Participates minimally

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Yoga Sadhana

1. ***Asana***—*Ardha Chakrasana, Padahastasana, Trikonasana, Shashankasana, Ushtrasana, Vakrasana, Setubandhasana, Uttanapadasana, Shalabhasana* and *Sarala Dhanurasana*

Criteria	Excellent	Good	Scope for improvement
Demonstrates *asanas*	Performs all *asanas* correctly	Performs all *asanas* correctly but needs minor corrections	Requires repeated guidance
Follows instructions	Very attentive	Attentive	Requires repeated guidance
Identifies *asanas*	Correctly identifies all *asanas*	Identifies most *asanas* correctly	Requires repeated guidance

2. ***Pranayama***

Criteria	Excellent	Good	Scope for improvement
Chants 'Om'	Rhythmic	Requires minor corrections	Requires repeated guidance
Identifies and demonstrates *Mudras*	Yes	Can identify but faces difficulty in performing	Requires repeated guidance
Identifies and demonstrates different *Pranayama*	Yes	Can identify but faces difficulty in performing	Requires repeated guidance

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Session Structure and Suggestive Annual Plan for Teachers

NCF-SE 2023 has listed Physical Education and Well-being as a separate curricular area and suggested allocating a minimum of 90 hours (which is approximately 135 periods of 40 minutes each) in the timetable.

Khel Yoga textbook for Grade 4 is designed to sufficiently develop the competencies defined in NCF-SE 2023. The book has three units and several chapters. The basic motor movement activities, games and Yoga sessions can be planned in parallel for continuous and consistent development throughout the year.

Suggestive session structure and annual plan is given below to conduct activities effectively. You may customise the plan based on your needs.

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Structure and Flow of Periods

- This book is divided into 3 units. Each unit has chapters and activities.
- NCF-SE 2023 has recommended 150 periods for physical education. Suggestive timetable assumes at least 5 periods of 40 minutes each per week.
- NCF-SE recommends allocating block periods (2 periods together) for Physical Education and Well-being.
- Suggestions are given below for two types of period allocation in the timetable:
  - Scenario 1: Five single periods per week allocated in the timetable.
  - Scenario 2: Two block periods for Motor skills and team games, and one single period for Yoga allocated in the timetable.

Scenario 1— Three different types of sessions are visualised to effectively use the limited time in each period and achieve the desired learning outcomes.

Type 1: Maximises game practice.

Type 2: Maximises circle time after play to provide more time for thinking, and discussing socio-emotional aspects.

Type 3: Maximises gamified drills to focus on one specific skill.

A sample time allocation for a 40-minute duration is given below for all types.

Session Activity	Type 1	Type 2	Type 3
Warm-up	5	5	5
Game/Activity Time	25	15	25
Cool-down		5	5
Circle Time	5	15	5

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Scenario 2 (Highly Recommended)— A block period of 80 minutes can effectively maximise game practice, drills and circle time. Two types of sessions can be planned with block periods:

Type 4: Gamified Drills (mini games played between teams) can be planned to target specific skills.

Type 5: Two games played in a single block period.

Type 4					
Block Period	Warm-up Preferably Gamified	Game Time	Gamified Drills/Mini Games	Cool-down	Circle Time
Time in Minutes	5	30	20	5	20

Type 5				
Block Period	Warm-up Preferably Gamified	Game Time (Play 2 games)	Cool-down	Circle Time
Time in Minutes	5	50	5	20

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Structure of Yoga Session

General instructions to begin and end a Yoga session:

- Sit comfortably in *Sukhasana* with your back straight.
- Close your eyes, relax your face, and bring your awareness to your breath.
- Place your hands in *Chin Mudra*, observe your natural breath for a few moments. Then, take a deep and slow breath. As you exhale, gently chant '*Om*'.
- Chant the opening prayer at the beginning of the session and the closing prayer at the end of the session.
- Notice how you feel after chanting.
- Gently rub your palms together. Place them over your closed eyes, and gently open your eyes into the warmth of your hands.

Start your Yoga session with the following prayer. This prayer is a special way to honour the connection between the student and the teacher. Together, they ask for divine guidance, protection, and wisdom. They also wish for peace for everyone and everywhere.

Opening Prayer	
ॐ सह नाववतु । सह नौ भुनक्तु । सह वीर्यं करवावहै । तेजस्विनावधीतमस्तु मा विद्विषावहै ॥ ॐ शान्तिः शान्तिः शान्तिः ॥	*Om Saha Navavatu* / *Saha Nau Bhunaktu* / *Saha Viryam Karavavahai* / *Tejasvinavadhitamastu* *Ma Vidvishavahai* // *Om Shantih Shantih Shantih* //

Meaning of the Prayer

May we both (*Guru* and *Shishya*) be protected. May we both be nourished. May we practice with great vigor and energy. Let our studies be fruitful and enlightening. May we not hate each other.

After the opening prayer, follow the session plan for various yogic activities. These activities include *Yama* and *Niyama*, *Suksma Vyayama*, *Shithilikarana Vyayama*, *Asanas* (postures), *Pranayama*, *Pratyahara*, *relaxation*, *Dharana*, *Dhyana*, and *Krida Yoga*.

End each Yoga session with the following prayer. A closing prayer helps students assimilate knowledge and reinforce the day with positivity and happiness.

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Closing Prayer	
ॐ सर्वे भवन्तु सुखिनः । सर्वे संतु निरामयाः । सर्वे भद्राणि पश्यन्तु । मा कश्चिद् दुःखभाग् भवेत् ॥ ॐ शान्तिः शान्तिः शान्तिः ॥	*Om Sarve Bhavantu Sukhinah |* *Sarve Santu Niramayah |* *Sarve Bhadrani Pashyantu |* *Ma Kashchid Duhkhabhag Bhavet ||* *Om Shantih Shantih Shantih ||*

Meaning of the Prayer

May all be happy. May all be free from illnesses. May all see what is auspicious. May no one suffer. Let there be peace everywhere.

General Instructions to Begin and End a Yoga Session

- Sit in a comfortable *Sukhasana* posture.
- Keep the back straight, eyes closed, and have a gentle smile on the face.
- Place your hands in *Chin Mudra* and become aware of your breath. Observe the breathing for a few seconds then take a deep breath in and as you exhale chant 'Om'.
- Gently place your hands in *Namaskarah Mudra* and chant the prayer.
- Observe changes after the chanting.
- Gently rub the palms, make a cup out of it, and place it on the eyes.

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Suggestive Session Plan for 24 Sessions

Month 1

	3rd Period	6th Period	9th Period	12th Period
Yoga for Daily Life	Revision of Grade 3 (10 mins) Introduction to *Ashtanga Yoga* (10 mins)	*Ahara, Vihara* (15 mins)	*Achara, Vichara, Nidra* (15 mins)	Learn *Bhagavad Gita Shloka*, 6.17 (10 mins)
Yoga *Sadhana*	*Krida Yoga* (15 mins)	Camel walk, Toe walk, Crab walk (20 mins)	*Anguli shakti vikaasaka*, *Manibandha shakti vikaasaka*, *Kaponi shakti vikaasaka*, *Bhujabandha shakti vikaasaka* (20 mins)	*Ardha Chakrasana*, (10 mins) *Padahastasana*, (10 mins) *Savasana* (5 mins)

Month 2

	15th Period	18th Period	21st Period	24th Period
Yoga for Daily Life	Introduction to *Ashtanga Yoga*, *Maharishi Patanjali Shloka* (15 mins)	*Yama* - Satya related story – The Woodcutter and the Axe (15 mins)	*Yama – Satya* – Think and Answer (15 mins)	*Yama* – Satya Activity (10 mins)
Yoga *Sadhana*	Preparatory practices (10 mins)	Preparatory practices (10 mins)	Hands stretch practices—Horizontal, Oblique, Vertical Hands in-and-out breathing (15 mins)	Preparatory practices—Camel walk, Toe walk, Crab walk (15 mins) *Ushtrasana*, *Savasana* (5 mins)
	Trikonasana, *Savasana* (10 mins)	*Shashankasana*, *Savasana* (10 mins)	Deep breathing (5 mins)	Om Chanting (5 mins)

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Month 3

	27th Period	30th period	33rd Period	36th Period
Yoga for Daily Life	*Niyama – Santosha*— In Search of Happiness (20 mins)	*Niyama – Santosha*— Think and Answer (15 mins)	*Santosha* Activity (10 mins)	Mid-Term Assessment
Yoga *Sadhana*	Preparatory practices, (5 mins) *Vakrasana, Savasana* (10 mins)	Deep Breathing (5 mins) *Krida Yoga* (15 mins)	Preparatory practices, (5 mins) *Ardha chakrasana, Padahastasanan,* *Shashankasna, Ushtrasana, Savasana* (15 mins)	

Month 4

	39th Period	42nd Period	45th Period	48th period
Yoga for Daily Life	Revision on *Ahara*, *Vihara* (10 mins)	Revision on *Achara*, *Vichara* (10 mins)	Revision on *Nidra* (10 mins)	*Yama* – Revision – Story (10 mins)
Yoga Sadhana	Hands stretch practices Hands in-and-out breathing (10 mins)	Preparatory practices (5 mins)	Preparatory practices (5 mins)	Preparatory practices (5 mins)
	Om Chanting (15 mins)	*Setubandhasana, Savasana* (10 mins)	*Uttanapadasana*, *Shashankasana*, *Savasana* (10 mins)	*Shalabasana, Savasana* (5 mins)

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		Anuloma Viloma Pranayama (10 mins)	Deep breathing and Om chanting (10 mins)	*Krida Yoga* (15 mins)

Month 5

	51st Period	**54th period**	**57th Period**	**60th period**
Yoga for Daily life	*Niyama* – Revision - Story (10 mins)	*Patanjali Shloka* (5 mins)	Learn *Bhagavad Gita Shloka*, 6. 17 (5 mins)	Revision of *Ashtanga Yoga* (10 mins)
Yoga Sadhana	Preparatory practices (5 mins)	Preparatory practices (10 mins)	Preparatory practices (10 mins)	*Setubandhasana*, *Savasana* (10 mins)
	Saral Dhanurasana, *Savasana* (10 mins)	*Vakrasana*, *Savasana* (10 mins)	*Vakrasana*, *Savasana* (5 mins)	*Krida Yoga* (15 mins)
	Bhramari Pranayama (10 mins)	*Kriya* Practice – *Karnarandra Dhauti* (10 mins)	Deep breathing and *Anuloma Viloma Pranayama* (10 mins)	
			Kriya Practice – *Kapalrandra Dhauti* (5 mins)	

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Month 6

	63rd Period	66th Period	69th Period	72nd Period
Yoga ***Sadhana***	Preparatory practices (10 mins)	Preparatory practices (10 mins)	Preparatory practices (10 mins)	Assessment
	Saral Dhanurasana, *Uttanapadasana*, *Savasana* (10 mins)	*Setubandhasana*, *Ushtrasana*, *Savasana* (15 mins)	Revision of all *Asanas* (15 mins)	
	Deep breathing, *Anuloma Viloma pranayama* *Bhramari pranayama* (15 mins)	*Kriya* Practice – *Karnarandra Dhauti*, *Kapalrandra Dhauti* (10 mins)	Revision of *Anuloma Viloma pranayama* (5 mins)	
			Revision of *Hasta Mudras* (5 mins)	

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Annual Session Plan

The table given below shows the sequence of activities planned in the given 150 periods for the entire year. It is important to follow this sequence for effective development of required competencies. Type of session and activity number is given in the table for easy reference in the textbook.

Note: For a block period, club the activities of two consecutive periods. Periods of Our Games and Yoga are already clubbed wherever a block period is required.

Annual Session Plan						
Period	**Unit**	**Skill**	**Type**	**Activity Name**	**Activity No.**	**Count**
1	Unit 1	Throwing and Catching	Type 3	Overhead Reverse Toss	BM-1	1
2	Unit 1	Throwing and Catching	Type 2	Throw It Back	BM-2	2
3	Unit 1	Throwing and Catching	Type 3	Throw It Back	BM-2	3
4	Unit 1	Throwing and Catching	Type 2	Run and Catch	BM-4	4
5	Unit 3	Yoga	Yoga Practices	*Ashtanga Yoga*	YG-1	1
6 and 7	Unit 2	Our Games	Type 4/5	Anti Pil	OG-1	2
8	Unit 1	Catch	Type 3	Run and Catch	BM-4	5
9	Unit 1	Throw	Type 3	Bucket it Up	BM-3	6
10	Unit 1	Catch	Type 3	Meethe Angoor	BM-6	7
11	Unit 1	Throw	Type 3	Coordinate and Conquer	BM-5	8
12 and 13	Unit 2	Our Games	Type 4/5	Majhya Mamcha Patra Haravla, Tech Mala Sapatla	OG-2	4
14	Unit 3	Yoga	Yoga Practices	*Yama*	YG-2	3

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15	Unit 1	Catch	Type 1	Run and Catch	BM-4	9
16	Unit 1	Throw	Type 2	Coordinate and Conquer	BM-5	10
17	Unit 1	Throw	Type 1	Overhead Reverse Toss	BM-1	11
18	Unit 1	Catch	Type 1	Cordinate and Conquer	BM-5	12
19	Unit 1	Throw	Type 2	Run and Catch	BM-4	13
20	Unit 1	Throw	Type 1	Bucket it Up	BM-3	14
21 and 22	Unit 3	Yoga	Yoga Practices	*Krida Yoga*	YG-3	4
23	Unit 1	Throw	Type 1	Cordinate and Conquer	BM-5	15
24 and 25	Unit 2	Our Games	Type 4/5	Indur Beral	OG-3	6
26	Unit 1	Kicking	Type 3	Dribble and Pass	BM-7	16
27	Unit 1	Kicking	Type 3	Drop it to Kick it	BM-8	17
28	Unit 1	Kicking	Type 3	Between the Door	BM-9	18
29	Unit 1	Kicking	Type 3	Kick Through	BM-10	19
30 and 31	Unit 2	Our Games	Type 4/5	Tekeli Bhonga	OG-4	8
32	Unit 3	Yoga	Yoga Practices	*Krida Yoga*	YG-3	5
33	Unit 1	Kicking	Type 3	Zig-zag Kicking	BM-11	20
34	Unit 1	Kicking	Type 3	Foot Baseball	BM-12	21
35	Unit 1	Kicking	Type 3	Dribble and Pass	BM-7	22
36	Unit 1	Kicking	Type 3	Drop it to Kick it	BM-8	23
37	Unit 1	Kicking	Type 3	Between the Door	BM-9	24
38	Unit 1	Kicking	Type 3	Kick Through	BM-10	25

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39	Unit 3	Yoga	Yoga Practices	*Niyama*	YG-4	6
40 and 41	Unit 2	Our Games	Type 4/5	Rinky Pinky Ponk	OG-5	10
42	Unit 1	Kicking	Type 3	Zig-zag Kicking	BM-11	26
43	Unit 1	Kicking	Type 3	Foot Baseball	BM-12	27
44	Unit 1	Kicking	Type 3	Dribble and Pass	BM-7	28
45	Unit 1	Kicking	Type 3	Foot Baseball	BM-12	29
46	Unit 1	Kicking	Type 3	Between the Door	BM-9	30
47	Unit 1	Kicking	Type 3	Kick Through	BM-10	31
48	Unit 3	Yoga	Yoga Practices	Activity	YG-5	7
49 and 50	Unit 3	Yoga	Yoga Practices	*Krida Yoga*	YG-6	9
51 and 52	Unit 2	Our Games	Type 4/5	*Sundarikku Abhushanam Kuthal*	OG-6	12
53	Unit 1	Hitting	Type 3	Balloon Race	BM-13	32
54	Unit 1	Hitting	Type 1	Bowling	BM-14	33
55	Unit 1	Hitting	Type 3	Balloon Race	BM-13	34
56	Unit 1	Hitting	Type 1	Sky Shuttlecock	BM-16	35
57 and 58	Unit 3	Yoga	Yoga Practices	*Asana*— Preparatory Practices	YG-7	11
59 and 60	Unit 3	Yoga	Yoga Practices	Basic Postures	YG-8	13
61 and 62	Unit 2	Our Games	Type 4/5	Gaind Tora	OG-7	14
63	Unit 1	Hitting	Type 2	Place the Shuttlecock	BM-17	36
64	Unit 1	Hitting	Type 3	Play it Together	BM-18	37
65	Unit 1	Hitting	Type 1	Bowling	BM-14	38
66	Unit 1	Hitting	Type 2	Tap the Ball	BM-15	39

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67 and 68	Unit 2	Our Games	Type 4/5	Chho Chho	OG-8	16
69	Unit 1	Hitting	Type 3	Play it Together	BM-18	40
70	Unit 1	Hitting	Type 1	Tap the Ball	BM-15	41
71	Unit 1	Coordination	Type 2	Sky Shuttlecock	BM-16	42
72	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	14
73–81		**Half Yearly Assessment**		**Summative Assessment**	**SA-1**	**9**
82 and 83	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	16
84 and 85	Unit 2	Our Games	Type 4/5	Puchi Khela	OG-9	18
86	Unit 1	Coordination	Type 1	Roll Around	BM-19	43
87	Unit 1	Coordination	Type 3	Movement Circuit	BM-21	44
88	Unit 1	Coordination	Type 1	Push Circuit	BM-22	45
89	Unit 1	Coordination	Type 3	Leg Circuit	BM-23	46
90	Unit 3	Yoga	Yoga Practices	*Asana* Practice	YG-9	17
91 and 92	Unit 2	Our Games	Type 4/5	Silent Kabaddi	OG-10	20
93	Unit 1	Coordination	Type 2	Run into Hula Hoops	BM-24	47
94	Unit 1	Personal Goals	Type 3	Balancing on the Line	BM-25	48
95	Unit 1	Personal Goals	Type 3	Run into Hula Hoops	BM-24	49
96 and 97	Unit 2	Our Games	Type 4/5	Dhop Khela	OG-11	22
98	Unit 1	Coordination	Type 2	Balancing on the Line	BM-25	50
99	Unit 1	Coordination	Type 2	Movement Circuit	BM-21	51
100	Unit 3	Yoga	Yoga Practices	Breathing Practices	YG-10	18

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101	Unit 1	Personal Goals	Type 3	Roll Around	BM-19	52
102	Unit 1	Personal Goals	Type 1	Balancing on the Line	BM-25	53
103	Unit 1	Personal Goals	Type 3	Push Circuit	BM-22	54
104	Unit 1	Personal Goals	Type 1	Leg Circuit	BM-23	55
105 and 106	Unit 3	Yoga	Yoga Practices	Chanting of 'Om' – A, U, M	YG-11	20
107 and 108	Unit 2	Our Games	Type 4/5	Anding Oka	OG-12	24
109	Unit 1	Personal Goals	Type 1	Leg Circuit	BM-23	56
110	Unit 1	Personal Goals	Type 3	Balancing on the Line	BM-25	57
111	Unit 1	Personal Goals	Type 1	Roll Around	BM-19	58
112	Unit 1	Personal Goals	Type 3	Sky Shuttlecock	BM-16	59
113	Unit 3	Yoga	Yoga Practices	*Krida Yoga*	YG-12	21
114 and 115	Unit 2	Our Games	Type 4/5	Anding Oka	OG-12	26
116 and 117	Unit 2	Our Games	Type 4/5	Turai Kar	OG-13	28
118 and 119	Unit 2	Our Games	Type 4/5	Anti Pil	OG-1	30
120	Unit 1	Coordination	Type 3	Cross Together	BM-20	60
121	Unit 1	Coordination	Type 3	Push Circuit	BM-22	61
122 and 123	Unit 2	Our Games	Type 4/5	Chho Chho	OG-8	32
124	Unit 1	Coordination	Type 3	Leg Circuit	BM-23	62
125	Unit 1	Coordination	Type 3	Roll Around	BM-19	63

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126	Unit 3	Yoga	Yoga Practices	Japa-Tapa	YG-13	22
127	Unit 1	Coordination	Type 2	Balancing on the Line	BM-25	64
128	Unit 3	Yoga	Yoga Practices	*Rishi Patanjali* Says	YG-14	23
129	Unit 1	Coordination	Type 3	Cross Together	BM-20	65
130	Unit 2	Our Games	Type 4/5	Turai Kar	OG-13	33
131	Unit 3	Yoga	Yoga Practices	Shabda Grahi	YG-15	**24**
132	Unit 2	Our Games	Type 4/5	Indur Beral	OG-3	34
133	Unit 1	Coordination	Type 1	Movement Circuit	BM-21	66
134	Unit 1	Kicking	Type 1	Between the Door	BM-9	67
135 and 136	Unit 2	Our Games	Type 4/5	Rinky Pinky Ponk	OG-5	36
137	Unit 1	Coordination	Type 1	Balancing on the Line	BM-25	68
138	Unit 1	Kicking	Type 1	Dribble and Pass	BM-7	**69**
139 and 140	Unit 2	Our Games	Type 4/5	Dhop Khela	OG-11	**38**
141–150		**Assessment**		**Yearly Assessment**	**SA-2**	**19**

Yoga	**24**
Our Games	**38**
Basic Motor Movement	**69**
Assessment	**19**
Total	**150**

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Summative Assessment

1. Basic Motor Movements

Instructions

Read the statements and tick the number which is most suitable for you.

Throwing

1	2	3	4	5
I can hit the targets sometime with different size of ball at the near distance. I need to practice more for proper follow-through.	I can mostly throw the ball to my partner while looking in their eyes with proper technique. I need to use more force to cover more distance.	My throws reach the target with moderate power. I need to improve my aim for accuracy and consistency.	My throws are strong, smooth, and natural.	Discuss with the teammates about how to throw better.

Catching

1	2	3	4	5
I occasionally catch the ball on the spot with both hands and with a single hand. I misjudge the ball when it is little bit far from me.	My focus is increasing but I need to work on coordination for better catch.	I can mostly catch the ball with both hands, while moving. I need to work on one-hand skill.	I can consistently catch the throws with single hand at different distances with right technique.	I always appreciate other students who take a good catch.

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Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for themselves.

Throw: *Twist the body and swing the arm forward to throw, then step forward and balance after releasing the ball.*

Catch: *Keep your eyes on the target with a stable stance.*

Kicking

1	2	3	4	5
I can kick different kinds of balls with proper technique over short and long distances.	I struggle to kick the ball in different directions. My accuracy and force varies.	I show better technique by kicking with moderate accuracy and force.	I can kick the ball with proper leg and hand movements to my partner in any direction and distance.	I listen to the teacher and follow their instructions.

Receiving

1	2	3	4	5
I can receive both short and long pass smoothly on the spot.	I find it hard to balance and control the ball when it is a few steps away.	I react quickly and control the ball, even if it is a little far.	I can confidently receive passes from any direction and control them easily.	I help pick up the balls after practice.

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Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Kicking: *Swing back the kicking leg and bring it forward to kick the ball, then move the opposite arm forward and balance the body.*

Receiving: *Shift weight onto the non-receiving foot, receive the ball with the instep while moving the foot slightly back on contact, then stay low and balance by adjusting body weight as needed.*

Hitting

1	2	3	4	5
I can consistently hit the ball toward my partner or a target at a short distance with proper balance.	I struggle to hit the ball and lack power and timing when it is a bit fast.	I am able to hit the ball with strong force and accuracy, making only a few mistakes.	I can hit the ball confidently during a game.	Even after losing the game, I stay positive and try again.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Hitting: *Stand sideways with legs shoulder-width apart, knees slightly bent, and eyes on the ball, step forward on the front foot, swing while rotating hips*

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and shoulders, extend arms fully at the contact point to hit the ball, then follow through by swinging the upper body with the apparatus finishing over the non-dominant shoulder.

Jumping

1	2	3	4	5
I can jump confidently on one leg and shift directions smoothly while maintaining balance.	I can jump in multiple directions with control, adjusting body movements for stability.	I can use body awareness to hop smoothly and land gracefully.	I am able to execute fast and controlled jump/hop, combining turns with ease.	Encourage others by cheering for them.

Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Jumping: *Encourage students to develop balance, coordination, and leg strength by keeping knees slightly bent, using arms for balance, landing softly.*

Walk or Run

1	2	3	4	5
I can walk for 5 min without any discomfort.	I can walk for 7 min without any discomfort.	I can continuously jog for 3 min.	I can continuously jog for 5 min.	I enjoy while running and walking.

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Note for the teacher

The teacher will guide the students to observe the above points while performing the skills and/or assessing the skill for oneself.

Walk and run: *These actions should be done with proper posture, arms moving naturally, and eyes looking ahead and ensuring smooth movements.*

2. Our Games

Instructions

Read the statements and tick the number which is most suitable for your ward.

Enjoyability (Motivation to play) My ward –

1	2	3	4	5
Takes part actively, displaying energy and enjoyment during play.	Shows high energy and motivation to engage in both familiar and new activities.	Takes initiative to start games, encourages peers to join, and enjoys trying different roles.	Demonstrates leadership by guiding others, explaining rules, and ensuring fair play.	Innovates new ways to play, modifies rules to make games more engaging, and encourages teamwork.

Helping Others and Kindness My ward –

1	2	3	4	5
Regularly offers help without being asked.	Engages in helping others with a genuine sense of empathy.	Happily assists others and feels good to be kind.	Shows empathy and takes initiative to support others in need.	Sets a positive example by treating everyone with respect and fairness.

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Feel Safe with Others My ward –

1	2	3	4	5
Feels happy and secure while engaging in social activities with others.	Comfortably shares thoughts in discussions and cooperates with others.	Builds positive relationships, shows empathy, and supports others in social settings.	Takes initiative to include others, ensuring everyone feels valued and accepted.	Demonstrates strong social confidence, fostering a welcoming and inclusive environment for all.

Active Lifestyle My ward –

1	2	3	4	5
Comfortably performs physical activities with coordination and control.	Maintains enthusiasm and actively engages in physical activities.	Performs physical activities with speed, balance, and confidence.	Loves challenges, pushes personal limits, and enjoys movement-based tasks.	Excels in physical challenges, inspires others, and enjoys staying active.

Responsibilities My ward –

1	2	3	4	5
Takes initiative in handling schoolwork and daily duties without frequent reminders.	Takes responsibility for daily personal and shared duties with consistency.	Organises tasks efficiently and completes them on time without reminders.	Balances different duties with ease and takes ownership of tasks.	Takes initiative in supporting others to develop strong habits of discipline and responsibility.

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3. Yoga

In general, the following criteria can be used to assess practice of *Ashtanga Yoga* in schools:

1. *Yama* and *Niyama* – Self-reflections, behavioural changes.
2. *Asana* – Balance, strength, endurance, flexibility.
3. *Pranayama* – Pulmonary functions like inhalation and exhalation time, breath holding capacity, etc.
4. *Pratyahara* – Emotional and social awareness.
5. Relaxation techniques, Meditation – Stress and anxiety levels.

Yoga for Daily Life

The assessment can be done based on teachers observation, parents feedback, and also students self-reflection.

Ahara—Eating habits

The teacher can assign a task where each student records their meals—breakfast, lunch, and dinner—for a week. They should also note whether they ate with or without distractions and whether any food was wasted. Based on these entries, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Eats fresh and healthy food	Daily	4 to 5 times a week	2 to 3 times a week	Very rarely
Avoids junk food	Never	Occasionally	Very often	Frequently
Eats with awareness	No distractions	Few distractions	Often distracted	Always distracted
Avoids food wastage	Never wastes	Rarely wastes	Sometimes wastes	Frequently wastes

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Vihara—Daily routine

The teacher can assign a task where each student records their wake-up time, daily practice of *asana* and *pranayama*, playing outside, helping others, etc., for a week. Based on these entries, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Wakes up early	Daily	4 to 5 times a week	2 to 3 times a week	Sleeps late
Practices *asana* and *pranayama*	Daily	4 to 5 times a week	2 to 3 times a week	Never
Plays outside	Daily	4 to 5 times a week	2 to 3 times a week	Never
Helps at home	Daily	Often	Sometimes	Never

Achara—Behaviour

The teacher can assign a task where each student observes and records their actions—using polite words, helping others, sharing with friends, watering plants and feeding animals—for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Speaks politely	Always	Often polite	Sometimes	Never
Helps others	Always	Often helps	Sometimes	Never
Shares with friends	Always	Often shares	Sometimes	Never
Waters the plants	Always	Often waters the plants	Sometimes	Never
Feeds animals	Always	Often feeds animals	Sometimes	Never

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Vichara—Thoughts

The teacher can assign a task where each student records aspects such as the type of thoughts they have, the books they read, the time spent with family, engaging in gardening or going for a walk in the park for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Thinks positively	Always	Often	Occasionally	Often negative
Spends time with family	Daily	Often	Occasionally	Rarely
Read good books	Daily	Often	Occasionally	Rarely
Engages in gardening, or goes for a walk in the park	Daily	Often	Occasionally	Rarely

Nidra—Sleep

The teacher can assign a task where each student tracks their bedtime, whether they read a book or listen to a story before sleeping, and their gadget usage before bed for a week. Based on these observations, the teacher will assess the students using the following criteria:

Criteria	Always (4)	Often (3)	Sometimes (2)	Rarely (1)
Sleeps early	Always	Often	Sometimes	Sleeps late
Listens to story, read book before bed	Always	Often	Sometimes	Never
Reads good books	Always	Often	Sometimes	Never
Avoids gadgets before bed	Daily	Often	Occasionally	Rarely

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Ashtanga Yoga

Yama – *Satya* and *Niyama* - *Santosha*

Story completion

The teacher can divide the students in groups. Each group is given an incomplete story and is asked to complete the story after discussing in the group and share their views with the class.

Example:

(a) "A child finds a lost wallet in the playground".

(b) "Sharath always demands for new toys instead of playing with what he has".

Criteria	Excellent	Good	Scope for improvement
Does the student understand the values of truthfulness and contentment?	Clear understanding	Not very clear	Needs some guidance
Is the story well-structured?	Creative and meaningful	Meaningful but lacks creativity	Unstructured
Did the student participate in the group discussion and contributed by giving ideas?	Active participation	Partial engagement	Participates minimally

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Yoga Sadhana

1. ***Asana***—*Ardha Chakrasana, Padahastasana, Trikonasana, Shashankasana, Ushtrasana, Vakrasana, Setubandhasana, Uttanapadasana, Shalabhasana* and *Sarala Dhanurasana*

Criteria	Excellent	Good	Scope for improvement
Demonstrates *asanas*	Performs all *asanas* correctly	Performs all *asanas* correctly but needs minor corrections	Requires repeated guidance
Follows instructions	Very attentive	Attentive	Requires repeated guidance
Identifies *asanas*	Correctly identifies all *asanas*	Identifies most *asanas* correctly	Requires repeated guidance

2. ***Pranayama***

Criteria	Excellent	Good	Scope for improvement
Chants 'Om'	Rhythmic	Requires minor corrections	Requires repeated guidance
Identifies and demonstrates *Mudras*	Yes	Can identify but faces difficulty in performing	Requires repeated guidance
Identifies and demonstrates different *Pranayama*	Yes	Can identify but faces difficulty in performing	Requires repeated guidance

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